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Provincial Advisory Committee

Mrs. Marnie Macdonald
Parent Representative
Facilities for Adolescents' and Children's Treatment
Edmonton

Mr. Lou Yaniw
Consultant for Behavior Disorders
Student Information and Assessment
Edmonton Public School District No. 7

Dr. D. Sawatzky
Director of Counselling Clinic
Faculty of Education
University of Alberta

Mr. Rick Stradecki
West Area Resource Group
Ross Carrock School
Calgary

Mr. Bruce Stewart (Chairman)
Guidance and Learning Disabilities Consultant
Red Deer Regional Office of Education

Mr. Bill Kwasny
Teacher of the Behaviorally Disordered
Red Deer School District No. 104

Fr. Stephen Whelan
Principal
St. Mary's Salesian Junior High School
Edmonton

Mr. Peter Nicholson
Executive Director
Youth Development Centre
Edmonton

Dr. Jean Moore
Education Consultant
Calgary Regional Office of Education

Contractor

Dr. Christoper Roberts
Psychologist, Research Consultant
Calgary

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Note to Readers

This manual has been colour coded for easier use. The contents of the manual progress from mild to severe behavior disorders, in terms of understanding, concepts, assessment, and treatment methods; therefore, it is imperative that teachers familiarize themselves with all sections of the manual before using the material dealing specifically with moderate or severe behavior disorders.

Light Blue	Constitutes a mini-manual for regular classroom teachers interested in preventative approaches or in the identification and treatment of mild behavior disorders.
Medium Blue	Incorporates more extensive information for teachers who encounter moderate to severe behavior problems, and provides assessment and planning forms for diagnosis/treatment of moderate behavior disorders.
Dark Blue	Includes specific assessment and planning forms, and indicates treatment strategies for severe behavior disorders.

A detailed Table of Contents is provided so that the user can locate specific processes, techniques, and strategies related to behavior disorders in the classroom. It is recommended that the user first review the Table of Contents in order to acquire an overview of how this manual is organized.

The manual is based on a conceptual framework, including a description of behavior disorders, set out in Section I: Introduction. All prospective users are advised to read Section I before turning to any other part of this manual. This manual is not to be considered all inclusive and other methods and programs for dealing with behaviorally disordered students are available from a variety of sources. An example of other methods would be those dealing with cognitive behavior methods. Because extensive training is often required for these methods to be effective, they have not been included within this manual.

Three forms have been developed for potential use in conjunction with this manual: (1) an Identification Checklist and Summary Form, (2) an Assessment and Program Planning Form (Type-M) for use in planning for students with moderate behavior disorders, and (3) an Assessment and Program Planning Form (Type-S) for use in planning for students with severe behavior disorders. Examples of these forms, completed on fictional students, are included in the main body of this manual, while blank copies of the forms are included in the Appendices. These blank forms may be removed and duplicated for use in schools.

References and additional resources appear at the end of each section. A complete listing of references and additional resources are listed in Section IV of this manual.

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User Guide

Preface

The primary objective of this section is to provide an overview of the material presented in the complete manual, with particular emphasis on the regular classroom teacher who often must deal with a variety of mild behavior disorders. The assumption is that these minor disorders may be dealt with in "natural" ways rather than requiring the teacher and others to do extensive program modification planning. In many ways, dealing with minor behavior problems in the classroom is more a matter of teaching style, rather than the application of specialized techniques which is the case with moderate or severe behavior disorders. While this section is intended to help the busy, regular classroom teacher deal with students exhibiting mild behavior disorders, it should not be used as a substitute for the main manual if and when a student's mild behavioral disorder threatens to become more severe. Students exhibiting moderate and severe behavior disorders will require not only more specialized techniques and attention from the teacher, but also more extensive program planning, evaluation, and documentation.

The remainder of the section is divided into two parts: a general summary of key points from the main manual, and an annotated guide to techniques and strategies for the prevention of behavior disorders and the correction of mild behavior disorders, presented as a quick reference guide for the busy classroom teacher.

Placement Alternatives for Students with Special Educational Needs

The policy statement *Secondary Education in Alberta*, issued by the Alberta government in 1985, stresses the importance of integrating students having special educational needs with non-disabled students, whenever possible. This is termed 'mainstreaming.' Many educators, parents, and students viewed the previous reliance on using only self-contained or segregated programs to serve students having special educational needs as undesirable. Thus, strong pressure has developed to integrate or mainstream educationally disabled and gifted and talented students into the regular school program.

For students having special educational needs that require more support or protection than can be provided in a regular school program, a series of fully or semi-segregated classroom options has had to be retained.

Maynard Reynolds and Evelyn Deno pioneered the use of the Cascade Model to illustrate the range of service delivery methods appropriate to provide programs for all students having special educational needs. The version included here is modified to reflect the Alberta situation and appears in the Special Education Program of Studies for Alberta.

The Alberta Education position on the delivery of special education is summarized in this set of statements:

1. Students having special needs will have those needs served.
2. Where possible, students with special educational needs will be served in the regular school setting — mainstreamed.
3. Some special needs students may require a protected educational setting for at least part of their educational career. Whenever it is in the students' best interests, this setting will be considered valid as part of the range of services to be provided.
4. Whenever it is in the best interests of the special needs students, they will be moved from a more protected educational setting towards a less protected class placement.

The Cascade Service Delivery Model identifies the relative degree of protection offered by various placement options, the educator who is directly responsible for the individual program and the progress of the special needs student, and the special resources and support services required to make each option effective.

The Cascade Model suggests the relative population of special needs students likely to be found at each level of service delivery. The widest bar at the top represents the largest number of special needs students, those integrated or mainstreamed fully into regular classes. The next bar represents students receiving some form of assistance external to the classroom. The ratio between adults and students becomes smaller as one moves "down" the model, because the severity of the students' problems tends to make greater support and protection necessary. The model also reflects this diminishing ratio of adults to students as the intensity of the special needs increases.

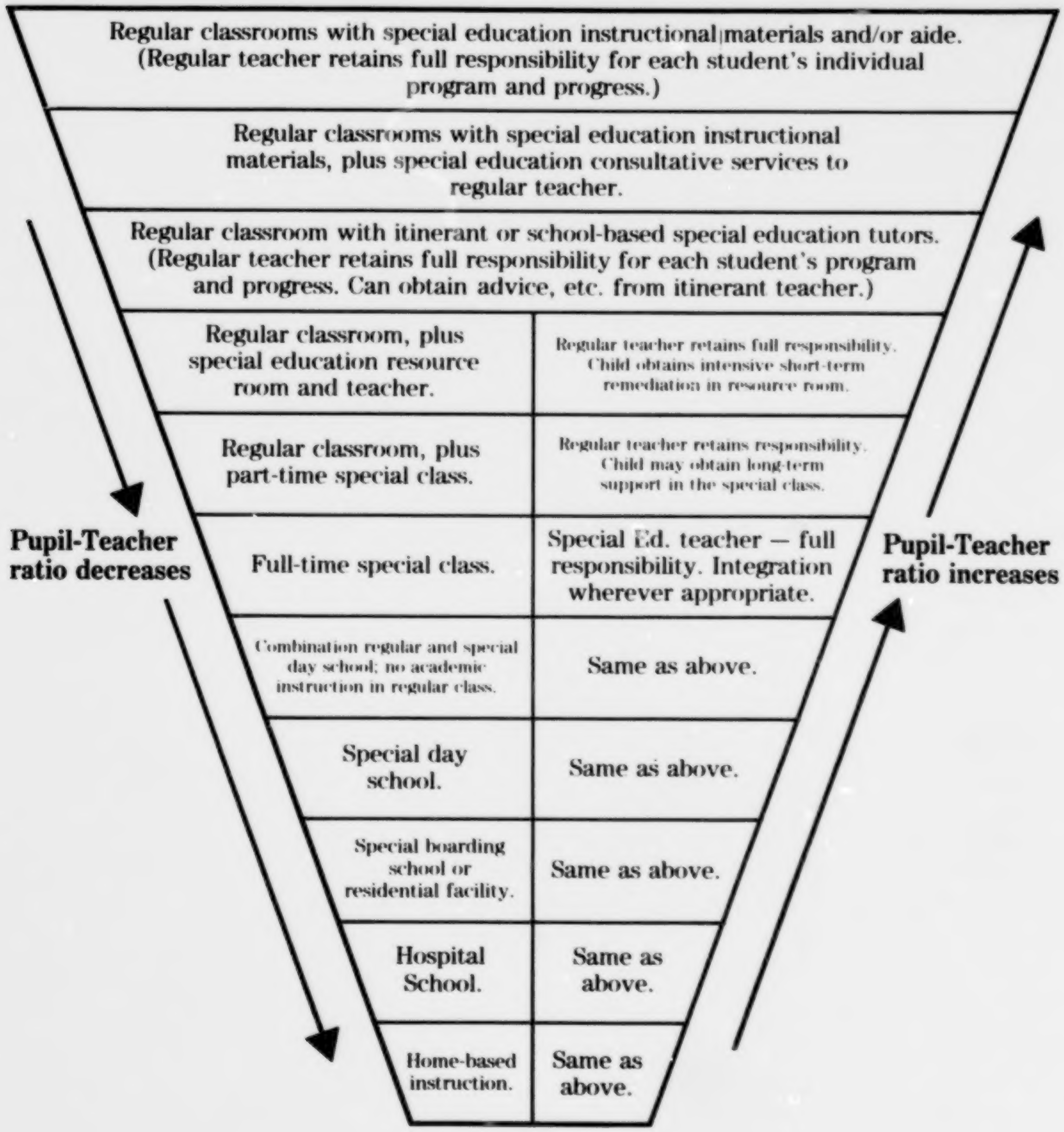
One objective of the special education assessment is to determine what placement will best serve the student having special needs. A vital objective of the special education instructional program is to assist the special needs student to move "up" the Cascade Model to a less protective setting, when it is in the student's best interests.

Every placement on the Cascade Model may be valid for the special needs student who can benefit by that placement. The importance of moving the student toward the less protective settings with the eventual goal of attaining regular class placement — i.e., mainstreaming — must be balanced with the recognition that settings with more specialized assistance may be required by some students.

The degree of support required for the special needs student is indicated at each level of the Cascade Model. The support necessary for special needs students mainstreamed in the regular classroom varies according to needs and may include special teaching techniques (oral descriptions of chalkboard diagrams for the blind, listing key words and concepts for the deaf), special materials (sound recording for the paralyzed, braille textbooks for the blind), and additional personnel (consultant for the behaviorally disordered, teacher aide, interpreter for the deaf), or a lower student-teacher ratio. The mainstreamed student is placed in jeopardy when requirements for extra support are not met.

In order for the special needs student to be integrated appropriately into the regular classroom, the student must be able to cope intellectually, socially, and emotionally, with a fair degree of success, with the learning and other activities being carried out by the other students in the classroom.

Cascade Service Delivery Model



Regular classrooms with special education instructional materials and/or aide. (Regular teacher retains full responsibility for each student's individual program and progress.)

Regular classrooms with special education instructional materials, plus special education consultative services to regular teacher.

Regular classroom with itinerant or school-based special education tutors. (Regular teacher retains full responsibility for each student's program and progress. Can obtain advice, etc. from itinerant teacher.)

Regular classroom, plus special education resource room and teacher.	Regular teacher retains full responsibility. Child obtains intensive short-term remediation in resource room.
Regular classroom, plus part-time special class.	Regular teacher retains responsibility. Child may obtain long-term support in the special class.
Full-time special class.	Special Ed. teacher — full responsibility. Integration wherever appropriate.
Combination regular and special day school; no academic instruction in regular class.	Same as above.
Special day school.	Same as above.
Special boarding school or residential facility.	Same as above.
Hospital School.	Same as above.
Home-based instruction.	Same as above.

Description, Identification, and Assessment of Behavior Disorders

Description

Generally described, behavior disorders are the result of conflict between the student and the environment, and occur when students respond to their educational environment in ways which deviate significantly from age-appropriate expectations and interfere with their own learning and/or that of others. Qualitatively described, they can be "Mild", "Moderate", or "Severe" in terms of the extent to which they disrupt the student's educational program.

There is no magic formula a teacher or resource person can use to define a behavior disorder, either in terms of whether one exists or, if one does, how severe it is. The definition and identification of a behavior disorder will always be partly objective (what is actually happening that can be verified by more than one person) and partly subjective (what is perceived to be happening by a single observer). This depends on the observations as well as the values, mood, and tolerance level of the teacher. One teacher's definition of behavior disorder may be another teacher's definition of a praiseworthy act by the student(s). For example, one teacher may not accept any arguing from students, while another may reinforce students for arguing (within reason) to support their point of view.

Typically, behavior disorders are characterized by a number of traits:

1. the demonstration of an inability to establish or maintain satisfactory relationships with peers or adults;
2. the demonstration of a general mood of unhappiness or depression;
3. the demonstration of inappropriate behavior or feelings under ordinary conditions;
4. the demonstration of continued difficulty in coping with the learning situation in spite of remedial intervention;
5. the demonstration of physical symptoms or fears associated with personal or school problems;
6. the demonstration of difficulties in accepting the realities of personal responsibility and accountability;
7. the demonstration of physical violence toward other persons and/or physical destructiveness toward the environment.

Identification and Assessment

Identification of a behavior disorder refers to the process whereby a teacher determines that a behavior disorder exists and decides what further assessment is required before program planning, intervention, and evaluation can take place to assist the student. In many instances of mild behavior disorder, formal identification and assessment processes will not be necessary; instead the teacher will quickly become aware of the student's behavior, take immediate corrective steps, and informally monitor the effects on the student.

If, however, it is not obvious to the teacher exactly what aspect of the student's behavior is most disruptive or what corrective steps would best be taken, it is recommended that he or she complete an IDENTIFICATION AND CHECKLIST SUMMARY (pages 2-3 to 2-8 of Section II) before proceeding. This will help the teacher to analyze the significant dimensions of the behavior disorder as well as to facilitate rating as mild, moderate, or severe. If the student's behavior disorder is rated as mild, and if no further assessment is required, the teacher should consult the various techniques and strategies in the manual by referring to the annotated guide on the next page.

If the student's behavior disorder is rated as moderate or severe, and if further assessment is required, the teacher should refer to Section II. This section contains a detailed assessment process to guide the teacher in collecting and documenting relevant and appropriate information about the student's behavior disorder, and to facilitate program planning, implementation, and evaluation.

Annotated Guide to Techniques and Strategies for the Prevention and Correction of Mild Behavior Disorders

Prevention

Undoubtedly the best approach to mild behavior disorders in the classroom is to prevent them from occurring in the first place. Teachers can take many positive steps during their usual activities to help themselves and their students avoid the costly disruptions brought on by behavior disorders.

To take preventative steps, the teacher must be aware of general negative factors which increase the likelihood of students exhibiting behavior disorders. These include genetic, biological, and physical abnormalities or injuries; life crisis events such as death in the family, separation/divorce of parents; and environmental stress.

The probability of mild behavior disorders occurring in the regular classroom increases with environmental stress. A number of conditions and situations embody the significant and specific risks for students:

1. unstructured activities;
2. transition times between activities or classes;
3. inconsistent use of rewards or punishments by teachers;
4. frustrating or boring academic tasks;
5. competitive games and/or activities;
6. unpredictable teacher reactions;
7. unclear expectations;
8. highly stimulating environments and activities; and
9. delays and interruptions in classroom routines or activities.

The teacher who structures the classroom and instructional environment to avoid or reduce environmental stress hazards will have taken a large step towards preventing behavior disorders. Similarly, teachers who are prepared and able to facilitate the development of students' abilities to cope with life crisis events and/or issues will reduce classroom conditions which can prompt the manifestation of behavior disorders. Finally, the manner in which the teacher communicates with students can defuse potential behavior disorder situations. For practical suggestions aimed at preventing the occurrence of behavior disorders, consult the following techniques or strategies in the main manual.

Definition	Classroom Strategy	Page
Techniques to reduce or eliminate environmental stress	**Primary Prevention Through Stress Reduction**	3-3
Techniques to help develop the students' abilities to cope with stressful situations and events	**Primary Prevention Through Competency Training**	3-5
Structured activities to help students develop an awareness and understanding of their emotions, values, and attitudes	**Primary Prevention Through Affective Education**	3-6
Programs and techniques to help improve teacher communication effectiveness	**Primary Prevention Through Teacher Effectiveness Training**	3-6

A number of the techniques helpful in dealing with mild behavior disorders can also be used by teachers on a day-to-day basis as part of their natural teaching style. The foremost of these is a positive outlook and orientation to students and their education. In education, as in any other field of human activity, people tend to react to negatives much more frequently than to positives. The ultimate goal of any corrective technique and strategy covered in this manual is the replacement of negative behaviors with positive behaviors, and the easiest way to do this in situations of mild behavior disorder is to increase the frequency of positive behaviors which already exist in the student's repertoire. What this means is that the teacher should seek to emphasize a child's good points. Ignoring mild behavior problems while attending positively to appropriate behavior can be very effective for establishing, and maintaining, a productive and satisfying classroom environment. Some practical suggestions follow.

Methods of Classroom Control

Definition	Classroom Strategy	Page
Naturalistic techniques for managing mild behavior problems	**Managing Surface Behaviors**	3-8
Techniques to promote student self-instruction and control	**Self-Instructional Methods**	3-9
Techniques to increase the frequency of positive behaviors	**Positive Reinforcement for Mild Behavior Disorders**	3-10
Techniques to decrease the frequency of negative behaviors	**Extinction Through Non-Reinforcement**	3-10

When situations of mild behavior disorder do arise, teachers may either intensify their use of some of the techniques mentioned so far, or they may wish to consider other, more specifically oriented techniques. In many situations it is not clear even to the student what the real problem is, much less what alternatives might be helpful in solving it. A number of techniques relying heavily on teacher-student communication have been developed to help both teacher and student identify the real underlying problem and generate realistic plans for correction. Following are some practical suggestions.

Techniques to Identify Problems

Definition	Classroom Strategy	Page
An interview technique to help students gain insight into the problem and possible solutions	**Life-Space Interview**	3-11
A problem solving technique which emphasizes the acceptance of responsibility by the student for his or her behavior	**Reality Based Problem Solving**	3-12
A technique to help the student compare his or her realistic vs. idealistic self-perceptions	**Q-Sorts**	3-13
A group method for personal and social problem solving	**Class Meeting**	3-14

Once the specifics of the behavior disorder have been clarified, perhaps through one of the interview techniques listed previously, teacher and student may both benefit from a relatively structured plan for correction of the problem. The following behavioral techniques can be effective with a wide variety of mild behavior disorders.

Techniques for Behavior Change (Mild)

Definition	Classroom Strategy	Page
Written agreements between two or more persons which specify behavioral expectations and consequences	**Behavioral Contracts**	3-15
Structured programs for increasing appropriate behaviors through positive reinforcement	**Token/Point Systems**	3-18
Techniques for correcting negative behaviors through massed practice	**Overcorrection**	3-19

The remaining techniques and strategies in the main manual are more appropriate for use in situations of moderate or severe behavior disorders. As well, practical suggestions are included to help the teacher single out behaviors for correction, and implement a corrective strategy. The following table is a summary of the remaining practical sections of the main manual which, although primarily aimed at situations of moderate and severe behavior disorders, also may have some value in situations of mild behavior disorder.

Techniques for Behavior Change (Moderate and Severe)

Definition	Classroom Strategy	Page
Techniques to increase the frequency of positive behaviors in situations of severe behavior disorder	**Positive Reinforcement for Severe Behavior Disorders**	3-21
A technique for eliminating one behavior while increasing another	**Differential Reinforcement**	3-26
A technique to reduce the frequency of negative behaviors	**Response Cost**	3-27
A technique for development of student self-control	**Voluntary Time-Out to Teach Self-Control**	3-27
A technique to decrease the frequency of negative behaviors through removal of the student	**Time-Out From Positive Reinforcement**	3-28
A technique to reduce the frequency and/or escalation of temper tantrums	**Managing Temper Tantrums**	3-29
Selecting a Corrective Strategy		3-31
Selecting Behaviors for Correction		3-32
Implementing a Corrective Strategy		3-32

Cognitive Intervention Strategies

A careful assessment of a student's learning patterns may indicate the existence of cognitive deficits. In some instances, behavioral disorders may accompany such deficits. In these cases, a cognitive strategy (e.g., adaptations of the Instrumental Enrichment Program) may be the most appropriate intervention to be used. These strategies however, require extensive training to implement adequately.

Where cognitive deficits are suspected as being an underlying factor in a behavioral disorder, teachers should seek assistance from qualified resource personnel, for both assessment and intervention methods.

Cultural/Linguistic Factors

Because some behavior patterns vary from one cultural group to another, the teacher must be alert to interpret and understand behavior which stems from a difference in cultural background and expectations, rather than from a behavioral disorder. For example, the direct eye contact required by mainstream culture is considered quite disrespectful by the Native population.

Where a student comes from a non-English speaking background, it is vital that the teacher ensure that the student understands clearly what are acceptable behaviors and what the consequences will be when these behavioral expectations are not met.

Section I:
Introduction and Definition of Behavior Disorder

Preface

The problem of behavior disorders in the classroom is broad and multi-faceted, and the production of a manual that attempts to offer solutions or methods for coming to grips with this very human condition is a unique challenge: how to pare down this vast, complex topic into a document for practical use by the busy classroom teacher.

To meet this challenge, many alternatives were considered and decisions made regarding rationale and conceptual framework. The most significant of these decisions are reflected in the following points which, taken together, constitute the rationale for this manual.

1. The causes of human behavior, including behavior disorder, are varied and complex. Many theoretical positions have been put forth to explain not only behavior and behavior disorder, but also to support particular methods of changing and correcting behavior. This manual does not support any one specific theoretical position. Rather, it takes the existence of a behavior disorder as a starting point and proceeds to present assessment and intervention techniques representative of a number of theoretical perspectives. The techniques and strategies presented are included for their practical value and, as such, this manual represents a functional as opposed to a theoretical approach to behavior disorder.
2. Every attempt has been made to emphasize the functional importance of positive student and teacher behaviors in the prevention and correction of behavior disorders. Too often, positive behaviors are forgotten when negative behaviors become the focus of attention. Ultimately, the goal of all corrective programs is to replace negative behavior with positive behavior. The corrective process will be greatly facilitated if existing positive behaviors and strengths are recognized and utilized.
3. While this manual primarily addresses the classroom environment, be it a regular, integrated, or special class, it is recognized that the behavior of students in the classroom cannot be viewed in total isolation from a number of potentially significant contextual variables. Factors such as the dynamics of the student's family system and/or medical factors may be significant in terms of maintaining or helping to maintain the student's inappropriate classroom behavior. The assessment process outlined in this manual attempts to stimulate consideration of such factors, and the teacher is strongly urged to consider such potential influences carefully before proceeding with an implementation plan. In some cases the teacher may require the use of specialized resources to assess the factors.
4. While this manual focuses on the teacher, it is recognized that many other people may benefit from this manual and, more importantly, play very significant roles in the assessment and correction of behavior disorders. Obviously, the teacher will need (and should seek) support and guidance from resource personnel, behavioral aides, guidance counsellors, and administrators. Also, the student(s) and parents have important roles to play, and comments on these roles are included at various points throughout this manual. It should be stated at the outset that the processes and methods described in this manual are intended to be applied within the framework of a cooperative working relationship among all those persons mentioned above.

5. Because of their training and experience, many teachers should be able to apply directly most of the techniques outlined in this manual. In those instances where this manual does not provide sufficient explanation or detail, the user is encouraged to consult additional reading material (see Other Resources, Section IV) or resource personnel. In order to make this guide as practical as possible for the classroom teacher, those strategies which require extensive training (e.g., cognitive intervention strategies) have not been referenced.
6. Finally, it is not possible to write a manual which would be consistent with the practices, guidelines, and policies of all school jurisdictions. For example, a particular jurisdiction may have policies which would not allow the use of physical restraint by teachers, or the jurisdiction may require written, informed consent by the parents for the use of specific techniques.

At all times school jurisdictional policy must take precedence over the use of any technique described in this manual.

Introduction

All teachers, whether in a regular, integrated, or special classroom, will at some time have to deal with behavior disorders. Generally defined, behavior disorders exist within the interaction between the student and his or her environment, and are the result of conflict between the student and the environment. Disorders of behavior vary in type and severity, ranging from the mildly disruptive behaviors which may be annoying to others, to the severely disruptive behaviors which can be destructive and physically violent. Regardless of the nature of a specific behavior disorder, the classroom teacher must be prepared to play a significant role in the correction of behavior disorders so that each student can benefit from his or her educational experience to the greatest degree possible.

As part of the responsibility for maximizing the benefits of the educational process for all students, the classroom teacher plays a central role in the identification, assessment, and correction of behavior disorders. While the ultimate correction of a behavior disorder typically will involve a number of other persons playing cooperative roles [student(s), parents, resource personnel, administrators], it is the primary responsibility of the classroom teacher to integrate a variety of perspectives into a realistic plan for implementation of the corrective strategy. It is important at the outset to recognize that there are no simple, ready-made solutions to a behavior disorder situation, and that there is a constant interplay of both objective and subjective factors.

For example, the identification and assessment of behavior disorders is both an objective and subjective process. It is objective based on the observable and measurable characteristics of the specific behavior and of its consequences on the educational process. At the same time, identification and assessment are subjectively based on the individual teacher's values and perceptions as to what constitutes acceptable and unacceptable behavior in the classroom. Furthermore, a choice of strategy for the correction of a behavior disorder will vary as a function of the teacher's training, experience, value system, and the availability of additional resources.

Due to the variability of behavior disorders both in kind and severity, as well as the variability of teacher characteristics, a broad range of behavior disorders is addressed in this manual.

The primary objective of this manual is to provide a basic and highly practical resource document for the busy classroom teacher who, in addition to providing educational instruction, is also the primary agent for the prevention, identification, assessment, and correction of behavior disorders in the classroom. The secondary objective is to provide a practical framework of behavior disorders which can supplement the existing working relationships between the classroom teachers, students, parents, resource personnel, and administrators.

To achieve these objectives, the remainder of this manual is based on the conceptual framework that behavior disorders arise out of situations where there is conflict between the student and the educational process. The effects of this reduce the benefits students can derive from the educational experience. Due to the variations in type and severity, a single specific definition of behavior disorder has limited functional use for the classroom teacher and others. Rather, behavior disorders are functionally defined along a continuum, based on the degree to which they disrupt the educational process. The definition put forth in this manual encompasses but does not specify traditional definitions of emotional disturbance, social maladjustment, and conduct disorder. A primary reason for taking a more generic approach in this manual is that using a continuum of behavior disorders has four distinct advantages:

1. it provides for a functional definition of behavior disorders within the situation, inclusive of both objective and subjective factors;
2. it directly facilitates the identification of behavior disorders;
3. it provides a practical framework for the assessment of behavior disorders; and
4. it provides a framework for the selection and development of corrective teaching strategies.

Throughout the remainder of this manual, emphasis is placed on the issues of practicality and utility. For the interested reader, broader treatments of the topics discussed in this manual are readily available and may be of value. Section IV provides a sample of sources as well as an indication where they may be obtained.

Description of Behavior Disorder

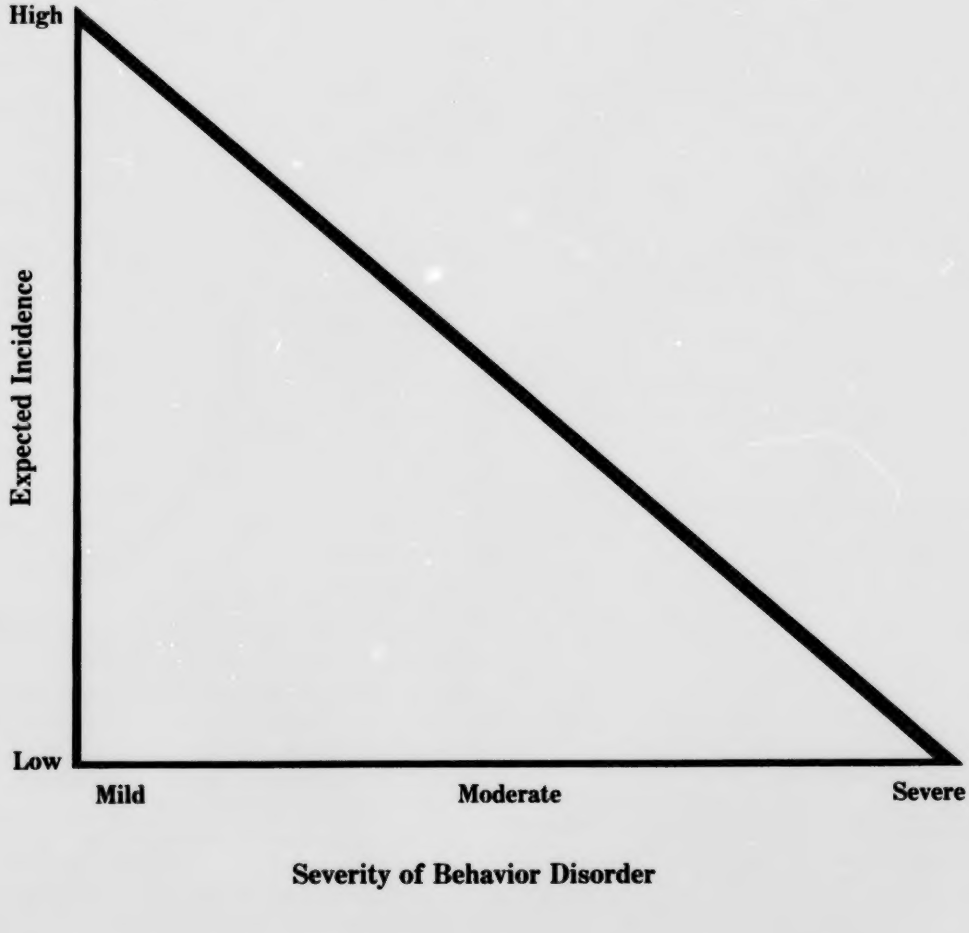
How behavior disorder is described reflects two factors: a perspective on why humans act as they do, and the purpose for providing the description. For the purpose of this manual, the behavior which occurs in the classroom is of primary interest although it is recognized that the same principles would hold in other environments. In terms of an educational perspective on a description of behavior disorder, emphasis will be on those situations that arise out of the student's interaction with the educational environment and process, the effects of which reduce the benefits the students derive from their educational experience.

Factors which contribute to a behavior disorder (the "whys" of behavior) are numerous and complex, ranging from characteristics of the people involved to the characteristics of the educational environment. Students are unique individuals and will act and react in unique ways in different situations. Similarly, teachers, parents, resource personnel, and administrators are just as unique and will act and react differently depending on the situation. The characteristics of all of these unique individuals will play a major role in a behavior disorder, particularly as these individuals interact with each other in the context of the educational process. Not to be overlooked in any behavior are characteristics of the environment such as physical structure, roles, routines, and performance expectations. The definition of behavior disorder in this manual is expressed in terms of a number of situational characteristics which disrupt the educational process when present in sufficient degree.

By describing behavior disorder in this manner, a functional description is proposed which in turn reflects the purpose of this manual: to enable the teacher and others to make the best possible informed decisions regarding identification, assessment, and correction of the disordered situation. Furthermore, behavior disorders are described along a continuum since teachers face many problem situations in their classrooms which may not appear severely disruptive but which, if left unattended, could escalate to the point where they would be very costly to the student(s) and the teacher. The advantages which such a description offers are based primarily on the fact that, being functional and broadly based, the description corresponds directly to the situation at hand. The teacher and others who may be involved not only describe behavior disorders based on their direct experiences, but also construct a functional framework for making informed decisions regarding identification, assessment, and correction at the same time.

For the purpose of this manual, a behavior disorder occurs when students respond to their educational environment in ways which deviate significantly from age-appropriate expectations and interfere with their own learning and/or that of others. Behavior disorder is viewed along a continuum in that all students exhibit inappropriate behavior at some time in some place. One end of the continuum represents situations within which students exhibit such behaviors infrequently, for relatively short periods of time, in relatively few settings, or to a mild degree. The other end of the continuum represents a much smaller number of situations within which students exhibit such behavior with high frequency, for extended periods of time, in many situations, and to an extreme degree. In other words and as illustrated in Figure 1 below, the expected incidence of severe behavior disorders is much lower than the expected incidence of mild behavior disorders.

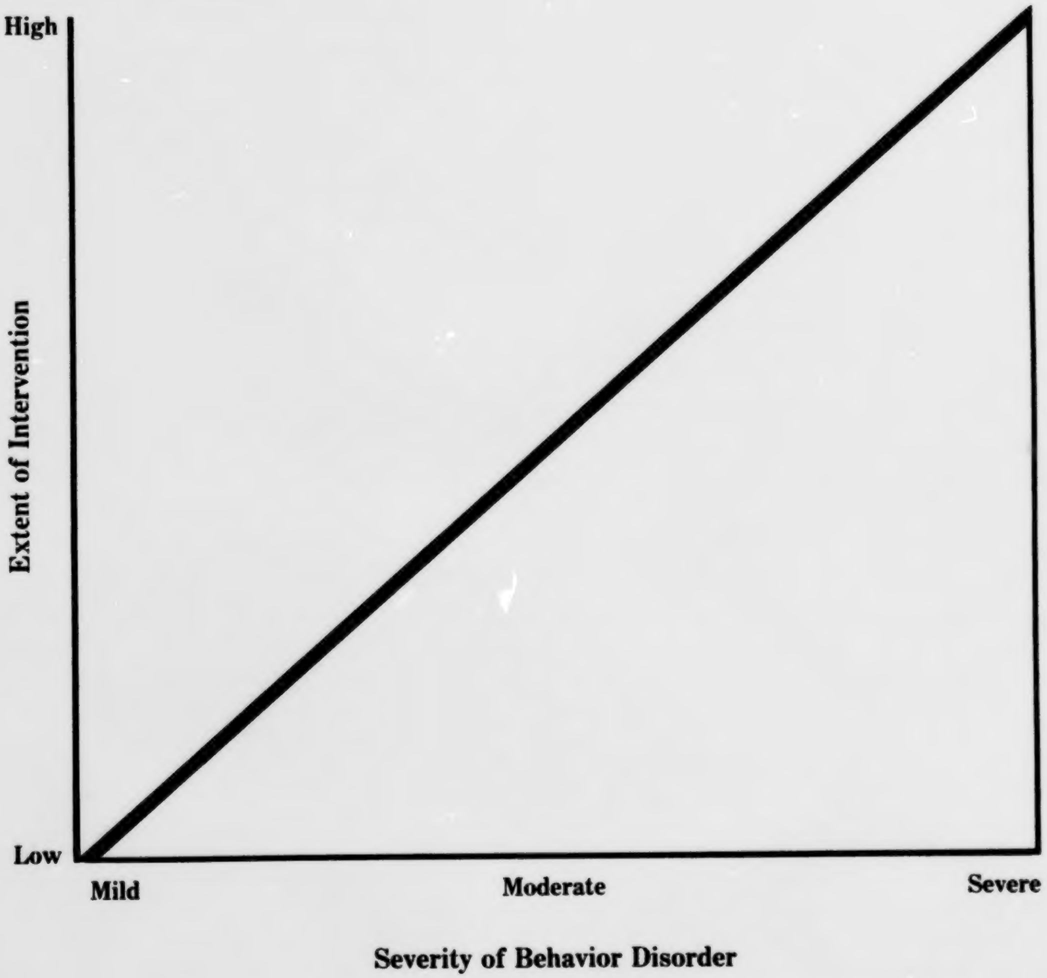
Figure 1



As illustrated in Figure 2 below, the extent and specialized nature of the intervention, or corrective strategy, should increase as the level of severity of the behavior disorder increases. Mild behavior disorders are best corrected in the regular classroom setting, with support to the teacher and family as necessary. As the level of severity increases, other measures are required (resource personnel, behavioral aides, special classes, clinical and residential treatment). The required intervention in situations of mild behavior disorders may be relatively informal and brief while in situations of more severe behavior disorder, intervention can be expected to be both intensive and prolonged.

Due to the many subjective factors in definition and identification, a precise, standardized definition of mild, moderate,

Figure 2



and severe is not possible. What is possible, however, is the provision of examples of each degree of severity to assist the user of the manual in making his or her own decisions. Examples of mild, moderate, and severe behavior disorders are provided in Appendix B. These examples are presented relative to each of seven characteristics which either individually or in various combinations typically characterize behavior disorders. These seven general characteristics are:

1. the demonstration of an inability to establish or maintain satisfactory relationships with peers or adults
2. the demonstration of a general mood of unhappiness or depression
3. the demonstration of inappropriate behavior or feelings under ordinary conditions
4. the demonstration of continued difficulty in coping with the learning situation in spite of remedial intervention
5. the demonstration of physical symptoms or fears associated with personal or school problems
6. the demonstration of difficulties in accepting the realities of personal responsibility and accountability
7. the demonstration of physical violence toward other persons and/or physical destructiveness toward the environment.

Dimensions of Behavior

The preceding section describes behavior disorder from a generalized perspective. In order to facilitate the identification, assessment, and correction of behavior disorders, it is necessary to complement this generalized perspective with a description of specific dimensions of any behavior. The rationale for the remainder of this manual is based on the premise that all behavior, whether positive or problematic, can be analyzed in terms of seven observable dimensions: context, complexity, directionality, intensity, consistency, frequency, and duration. As will be seen in the later sections of this manual, the key to identifying, assessing, and correcting a behavior disorder is the analysis of the behavior disorder in terms of these seven dimensions. A description of these seven dimensions follows.

Context. Context may be viewed as the relationship of the behavior disorder to ongoing environmental events. For the purpose of this manual, context is defined in terms of the behavioral events which precede and follow the specified behavior(s) which constitute the behavior disorder. Context identifies and defines the antecedents of the behavior, the behavior which is producing the disruption, and the consequences of the behavior in the environment.

Example. Danny is a nine-year-old student whose teacher reports "He is always poking other students during class!" Before selecting an appropriate corrective strategy, it is necessary to know more about Danny's poking since different circumstances surrounding the poking would dictate different corrective approaches. Suppose, through systematic observation, the following context was observed.

Antecedent:	Student sitting next to Danny calls him stupid every time he makes an erasure on his worksheet;
Behavior:	Within one second of being called stupid, Danny pokes student in the ribs, causing student to cry out loudly, "Stop that, Danny!"
Consequence:	Upon hearing student cry out, the teacher approaches Danny, asks him, "What's wrong, Danny?", notices the erasure, and spends two minutes helping him get the correct answer.

A corrective strategy would be selected, not only to reduce Danny's poking, but also to reduce and eliminate the other student calling him stupid. In addition, the teacher would be alerted to the cost of attending inappropriately to Danny, which may be reinforcing and maintaining his inappropriate behavior.

On the other hand, a different strategy would be selected if the following context was observed:

Antecedent: Danny finished his worksheet, sits quietly for two minutes while watching as the teacher helps other students;

Behavior: Danny pokes student sitting next to him, causing student to cry out, "Stop that, Danny!";

Consequence: Upon hearing student cry out, the teacher approaches Danny, verbally reprimands him for poking, and tells him to go to an activity centre until the other students finish their work.

In this situation, a simple change in routine (with clear explanations and possibly some prompting) whereby Danny would learn to self-initiate the move to the activity centre may be all that would be required to eliminate the poking behavior. The point of these two different examples is that defining the behavior disorder out of context could lead to an inappropriate strategy, and that it is very difficult to provide "cookbook" strategies for any behavior disorder.

Complexity. Complexity refers to the variety of specific behaviors which are observed to be part of the behavior disorder. Some behavior disorders are simple in that there is a single specific behavior which requires correction. For example, Danny's situation may only be characterized by his poking other students or even one other student. The corrective program, therefore, would be developed to reduce or eliminate the poking behavior. Because there is only one behavior does not necessarily mean that the behavior disorder would be defined as mild. Depending on its other dimensions, a single behavior such as poking could also be defined as severe (if Danny poked other students at a rate of 150 times per day).

Behavior disorders become more difficult to deal with as complexity increases. If, in addition to poking, Danny swears at the teacher, throws his books on the floor and cries for 10 minutes each time his teacher asks him to take a turn in group activities, decisions regarding the selection of a corrective strategy become more difficult. The major difficulty is deciding where to begin in the situation involving Danny. The various components of the behavior disorder would have to be singled out to develop an overall corrective strategy.

Directionality. The directionality of behavior refers to those persons affected by the behavior. Persons affected by the behavior may be the student, other students, the student and teacher, or the student, teacher, and other students. The withdrawn student (e.g., Jane who stares out the window) may affect only herself by her behavior and, from the collective point of view, the behavior disorder may be defined as only mildly disruptive. From the student's point of view, however, the disruption of her educational program may be very severe. The same situation could become collectively more severe if the teacher and/or other students constantly remind Jane to pay attention. If the reminders are frequent or if each reminder is followed by Jane swearing at the reminding person, the behavior disorder would now consume more time which had previously been devoted to educational instruction. Furthermore, the escalation of disruptive behavior could lead to a tense classroom atmosphere where once harmony and peace existed.

Corrective strategies will vary as the directionality of the behavior varies. Where other students are affected and involved, they may have to be taught how to respond to the inappropriate behavior as part of the corrective strategy. Similarly, if the behavior disorder primarily involves the interaction between the student and the teacher, changes in the teacher's behavior will have to be given serious consideration.

Intensity. Intensity is defined in terms of how disturbing a particular behavior is. While intensity is, in part, a quantitative dimension of behavior (how loudly a student argues with the teacher; how much force Danny puts into his pokes), it is also to a large degree qualitative and subjective. For example, it would be difficult to measure how loudly a student argues unless sophisticated audiological equipment were available. In lieu of a quantitative measure of intensity, it is possible to qualitatively distinguish between arguing in a normal, raised, or screaming voice. Similarly, Danny's poking may be defined as annoying, aggravating, or hurtful.

The definition of intensity is particularly susceptible to the subjective perceptions of the teacher. If the teacher is having a particularly good day, behavior disorders are more likely to be viewed as less intense due to the teacher's greater degree of tolerance. The same behavior at a different time, or in a different classroom with a different teacher may be viewed as more intense, or disturbing. Some teachers structure their classrooms so that students are encouraged to argue rationally, and even a raised voice is often reinforced for its demonstration of student commitment to a point of view. Other teachers structure their classroom with much stricter rules about the questioning of rules, regulations, and authority. While most students can adjust to the varying demands and expectations of different teachers at different times, students who are vulnerable to behavior disorders experience considerable difficulty when expectations vary and change without clear explanation. Intensity, as well as other dimensions of a behavior disorder, is as much a product of teacher characteristics as it is of student characteristics.

Consistency. Consistency refers to how typical the behavior disorder is in the totality of student's experiences, particularly in terms of the number of different environments in which the behavior occurs. A functional definition will indicate whether the behavior disorder occurs in one particular classroom, in all classrooms, on the school grounds, in the community at large, and/or in the home. The strategies for assessment and correction will vary as a function of the consistency of the behavior disorder, simply because more people will have to be involved. A general rule is that the more consistent or pervasive a behavior disorder is, the more structured assessment and correction will have to be.

Frequency. Frequency is simply how often a specific behavior occurs. If the behavior is operationally defined in terms which allow for direct measurement, frequency can be measured easily by a variety of methods (see Section II: Assessment). In the identification of a behavior disorder, however, statements about frequency can be misleading, particularly if they are not operationally defined. For example, the comment that "Danny is always poking other students" is too general; it does not define the behavior in a manner appropriate for the development of a functional teaching plan. In this case, "always" may actually mean that Danny pokes other students on the average of five times in a class period. However, it may also mean that Danny pokes on the average of five times per minute! The use of terms such as "always" represents the subjective impression of the behavior by the teacher which, while valuable in terms of understanding how Danny's teacher may react to his poking, could be misleading in terms of the eventual selection of a corrective strategy. The same behavior may call for different strategies depending on the frequency with which it occurs.

Duration. Duration is a measure of how long each episode of the behavior lasts. Danny's poking may last only one second per episode, because it is a single jab in the ribs of the student sitting next to him. On the other hand, the duration per episode may be longer, as in the case where poking is defined as a series of multiple jabs in rapid succession until the other student cries out in pain or annoyance. In each instance, the selection of a corrective strategy may be different due to the difference in duration.

Another example of duration may be considered in the situation where a teacher identifies the problem with Jane who "just sits and stares out the window all day long!". If this subjective impression of Jane's teacher is confirmed by systematic observation, then the behavior disorder is indeed severe in its disruption of Jane's education program. If, however, Jane actually stares out the window for only 10 per cent of her in-class time, the functional definition of the behavior disorder would be quite different. Finally, to illustrate how the dimensions of behavior interact to differentially define a behavior disorder, Jane's situation would be quite different if the 10 per cent of total time occurred during two episodes per day (long duration, low frequency), than if it occurred during 37 episodes per day (short duration, high frequency). In the two instances the behavior disorders would require different strategies.

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Section II:
Identification, Assessment, and Program Planning

Preface

The primary objective of Section II is to provide functional models for identification, assessment, program planning, and evaluation of a behavior disorder. Section II is designed and presented in a manner to help the teacher and others gather relevant information, establish an Individual Program Plan (IPP), and monitor the effect of the plan on the student's educational progress. As well, Section II has been designed to help the teacher and the school jurisdiction rate the behavior disorder as mild, moderate, or severe for practical purposes (e.g., selecting an appropriate corrective strategy; applying for a behavioral aide). These two objectives can be met by using Section II as follows:

1. When a teacher first becomes aware that there is a potential behavior disorder, he or she should complete the Identification Checklist and Summary Form (see page 2-3). This form is based on the seven dimensions of behavior discussed in Section I and guides the teacher through a preliminary analysis of each dimension. The form also has the teacher provide a preliminary rating of the behavior disorder and, based on this rating and the information obtained, asks the teacher to specify future plans (e.g., whether a formal assessment will be conducted).

   In most situations of mild behavior disorders, completion of this form should be sufficient in terms of an assessment and initial documentation of the problem. The teacher could then proceed to Section III which advises on selecting a corrective strategy as well as outlines a number of specific strategies for possible use by the teacher.
2. If the teacher rates the behavior disorder as severe, he or she should proceed to the seven step model for assessment (see pages 2-9 to 2-11) and the accompanying Assessment and Program Planning Form which has been developed to facilitate the development of the IPP. When completing this form, it is recommended that the teacher use the point-form breakdowns of the seven steps as a guide to the collection and recording of the relevant information.
3. If the teacher rates the behavior disorder as moderate, he or she should proceed to either the Assessment and Program Planning Form - Short Verion (see page 2-27) or the Assessment and Program Planning Form - Long Version (see page 2-35) (as in severe situations).

It should be clear from the above points that rating of behavior disorders as mild, moderate, or severe is not a clear-cut task. As discussed in Section I, the severity of any behavior disorder will vary as a function of many variables, including the teacher's values, attitudes, perceptions, and tolerance. However, the absolute rating of the behavior disorder is not as functionally important as is the selection and consistent application of the most appropriate corrective strategy.

Identification

The discussion of the seven dimensions of behavior presented in Section I was intended to provide a framework for the functional identification of behavior disorders. The identification process itself involves two steps. First, the teacher needs a strategy for the initial clarification and definition of a situation which he or she has become aware of and is concerned about. Consideration of the seven dimensions of behavior will facilitate the teacher's definition of the situation in terms of its potential for formal assessment and intervention. It may be that during this first step the teacher recognizes the potential for escalation, and without formal procedures, is able to take preventive and/or corrective action. It may also be the case that this first step will result in a red flag, a caution for the teacher to be alert for repeated episodes and escalation. While conducting an identification process, it should be remembered that one negative episode does not constitute a behavior disorder.

The second step in the identification process requires the teacher to make a decision whether or not to proceed with a formal assessment. Due to the degree of subjectivity involved in the identification of a wide range of behavior disorders, the teacher and others involved will have to exercise their judgement. Again, the importance of considering all dimensions of behavior, including teacher and environmental characteristics, is emphasized. While it may be safer to proceed with a formal assessment, the fact remains that a formal assessment is time consuming and that resources to conduct an assessment are often in high demand and short supply.

To help the teacher conduct an identification process, an Identification Checklist and Summary has been designed and is included as part of this manual. What follows on the next pages are a series of sample forms completed on hypothetical students. A blank form which can be removed and copied for use at any time is included in Appendix C.

Identification Checklist and Summary

Student Name: Danny Student **Teacher(s):** Ted Teacher

Grade: 3 **School:** Central Heights Elementary

Date Form Completed: September 14, 1984

Objective:
To facilitate preliminary identification and description of the behavior in terms of the seven dimensions of behavior. Use a separate form for each behavior, or group of associated behaviors, identified.

1. Preliminary Description

Directions: Briefly describe the problem.

Danny pokes other students, making them cry out in pain. When asked why, he says he did it "because the other kids bug me."

2. Context:

Behavioral events which precede and follow the identified behaviors that constitute the disorder.

Directions: Complete the following contextual analysis. Use precise, operational terms as much as possible.

Antecedent(s)	**Behavior**	**Consequence(s)**
At 10:15 a.m. I assign 20 math problems for independent completion by all students.	Danny begins working on his first problems, as do the others.	Class is quiet, all students working well.
At 10:24 a.m. I am helping Charley with one of his problems.	Diane, who is sitting next to Danny, cries out "Ow! Stop that, Danny. That hurts when you poke me."	I went up to Danny and said, "Danny, stop poking Diane!"
I then ask Danny "What's wrong?"	Danny says "Nothing, I'm finished!"	I check Danny's worksheet.
I say to Danny, "You are finished; go to activity centre."	Danny goes to the listening centre.	I go back to helping Charley.

3. Dimension Checklist

Directions: Complete and add relevant comments for each dimension.

Dimension	Description (circle one)			Comments
Complexity The number of different behaviors involved	[✓ Single Behavior]	2-3 Behaviors	3 or more Behaviors	The poke is almost always a one hand jab in the other student's ribs.
Directionality The persons affected by the behavior disorder	Self	Self and Others	[✓ Self and Others]	Always the student sitting next to Danny. (Usually this is Diane.)
Intensity How disturbing the behavior disorder is	[✓ Annoying/ Distracting]	Interfering/ Disturbing	Extreme/ Debilitating	I don't think he actually hurts when he pokes, but it does disrupt the class for a few minutes.
Consistency The number of environments within which the behavior occurs	[✓ One Environment]	2-3 Environments	3 or more Environments	Occasionally he will poke another student at lunch time, but this doesn't happen much.
Frequency How often the behavior occurs	Occasional	[✓ Often]	Continuous	Usually 3-4 times per day (estimate) — sometimes higher if lots of independent desk work.
Duration How long each episode of the behavior lasts	[✓ Brief]	Moderate	Prolonged	A single, quick poke but the disruption to class usually lasts 2-3 minutes.

4. Behavior Disorder Rating

Review the information on the first page and state, in your opinion, whether you consider the behavior disorder to be:	Circle One Only		
	[✓ **Mild**]	**Moderate**	**Severe**

5. Plans

A. Based on your observations to date, will you conduct a formal assessment?

Yes [✓ No] (see note below)

B. If yes, will you require assistance and/or will you make a referral for formal assessment?

Yes No

C. If you are not planning to conduct a formal assessment at this time, state when you will complete this form again for the purpose of monitoring the behavior you have identified:

Month September **Day** 28 **Year** 1984

D. **Comment:**

I will tell Danny that when he finishes his work he can go directly to an activity centre on his own without asking my permission. I will tell him to put his completed work on my desk on his way to an activity centre. After he gets to the centre he chooses, I will go to him and tell him he's done a good job being independent.

Identification Checklist and Summary

Student Name: Blake Student **Teacher(s):** Shirley Teacher

Grade: 9 **School:** Central Heights Jr. High (Language Arts Class)

Date Form Completed: November 18, 1985

Objective:
To facilitate preliminary identification and description of the behavior in terms of the seven dimensions of behavior. Use a separate form for each behavior, or group of associated behaviors, identified.

1. Preliminary Description

Directions: Briefly describe the problem.

Blake's academic performance is well below his capability and his previous work in Language Arts. He constantly hands in messy and unfinished work, saying he 'doesn't care' if he gets poor grades. In class, he is disruptive (e.g., talking to other students), and has become a 'ring leader' for others to be disruptive and boisterous as well. He goads other students by knocking their books/binders on the floor and then asks them if they 'want to make something of it'. He has recently (last week) beaten up two smaller 9th grade boys and punched one girl, making her fall down several stairs.

2. Context:

Behavioral events which precede and follow the identified behaviors that constitute the disorder.

Directions: Complete the following contextual analysis. Use precise, operational terms as much as possible.

Antecedent(s)	Behavior	Consequence(s)
9:15 a.m. Students coming into room.	Blake leading several others, pushing chairs and desks roughly out of their way.	I ask students to 'sit down and get your books out.'
Most students sit down. Blake and few others (Tom, Sarah, Jane, Dave) still milling about.	Blake 'bumps' into Joe's desk, knocking over his binder and spilling pages all over the floor.	Class laughs and Blake says 'Awww', in loud voice.
Joe says, "Hey Blake, watch out!"	Blake says "What's the matter Joey, baby? Want to make something of it?"	Blake's 'buddies' (Tom, Sarah, Jane, Dave) giggle.
Joe says, "Kiss off, Blake!", and starts to pick up his papers.	Blake shoves Joe's desk as he walks past and says, "Watch it Joey, baby, or you'll get a busted face!"	Blake's buddies laugh loudly and jeer at Joe; Blake takes a bow in their direction.

I say (loudly), "OK, enough! Blake, sit down! The rest of you be quiet!"	Blake 'mutters' something under his breath, then sits down.	Tom and Jane stifle giggles at whatever Blake said.
9:35 a.m. Reading play aloud. I ask Blake to read.	Blake says, "Aww, gee, I guess I lost my place. Better ask someone else."	Blake's 'buddies' laugh aloud, other students stifle giggles."
I ask Blake to sit quietly and listen, but to see me after class.	Blake says, "Ya, ya," and puts his head down on his arms as if to go to sleep.	More stifled giggles from whole class.

3. Dimension Checklist

Directions: Complete and add relevant comments for each dimension.

Dimension	Description (circle one)	Comments
Complexity The number of different behaviors involved	Single Behavior 2-3 Behaviors [✓ 3 or more Behaviors]	1. loud and noisy 'swaggering' 2. physical aggression 3. talking back in rude manner 4. poor academic behavior
Directionality The persons affected by the behavior disorder	Self Self and Others [✓ Self and Others]	Usually focused on 1-2 other students and teacher, but generally disruptive to whole class.
Intensity How disturbing the behavior disorder is	Annoying/ Distracting [✓ Interfering/ Disturbing] Extreme/ Debilitating	Upsets classroom routine by getting other students 'in on it'. Physical aggression is harmful to others.
Consistency The number of environments within which the behavior occurs	One Environment 2-3 Environments [✓ 3 or more Environments]	According to other staff, same behaviors occur in Math, French and Science, but not in Phys. Ed. or Industrial Arts.
Frequency How often the behavior occurs	Occasional [✓ Often] Continuous	Every day in at least one of classes noted above; about 3-4 times per week in Language Arts.

Duration How long each episode of the behavior lasts	Brief [✓ Moderate] Prolonged	Actual episode about 2-3 minutes, but disruption to class usually lasts 5-10 minutes.

4. Behavior Disorder Rating

Review the information on the first page and state, in your opinion, whether you consider the behavior disorder to be:	Circle One Only **Mild** [✓ **Moderate**] **Severe**

5. Plans

A. Based on your observations to date, will you conduct a formal assessment?

[✓ **Yes**] **No** (see note below)

B. If yes, will you require assistance and/or will you make a referral for formal assessment?

[✓ **Yes**] **No**

C. If you are not planning to conduct a formal assessment at this time, state when you will complete this form again for the purpose of monitoring the behavior you have identified:

Month September **Day** 28 **Year** 1984

D. **Comment:**

A meeting will be held on November 25, 1985 involving Blake's teachers, the principal, and the school's resource teacher. The purpose of the meeting will be to discuss Blake's behaviors and develop an intervention plan.

Assessment, Program Planning, and Evaluation

Assessment, program planning, and evaluation are closely related and are considered jointly in this section. For the purpose of this manual, assessment is defined as the process of gathering information and stating what the problem is; program planning is specifying how the problem can be corrected; evaluation is determining the effect or impact of the corrective strategy. The eventual program plan depends on the methods used in assessment. Due to these interdependencies, assessment is critical.

As in the process of identification, assessment involves both objective data and subjective perceptions and impressions. Also, assessment is based on an analysis of the seven dimensions of behavior discussed in Section I. The primary difference between assessment and identification is that assessment is more formalized, structured, and systematic.

The purpose of an assessment is to gain specific information about the student's situation in order to facilitate program planning and evaluation. As mentioned previously, assessment will vary depending on the severity of the behavior disorder. For mild behavior disorders, assessment may be relatively informal and limited in scope, based on those obvious dimensions of behavior which the teacher readily identifies as key to the problem. In these instances, the need for documentation may be minimal. On the other hand, if behavior disorders are more severe, assessment will be more formal, more extensive, and will require documentation.

One objective of an assessment is to enable the development of a functional plan for correction which would:

1. identify the specifics of the behavior disorder in terms of the seven dimensions of behavior;
2. efficiently communicate information about the behavior disorder to others; and
3. specify the selected corrective strategy.

A second objective of assessment is to provide a framework for the evaluation of the corrective strategy. What this means is that the methods used to assess the behavior disorder would also be used to determine the effect of the corrective strategy. A simple example would be in the situation where Danny's teacher conducted a frequency count of his poking behavior prior to the implementation of a corrective strategy. To evaluate the plan for Danny, the frequency count would be repeated after the introduction of the corrective strategy to determine whether or not any change in Danny's poking behavior had occurred. Similarly, if both frequency and duration had been measured during assessment, then both would be remeasured to evaluate the impact of the intervention.

Consistent with the definition of behavior disorder put forth in Section I, a functional framework for the assessment of behavior disorders is based on the rationale that:

1. behavior disorders exist within the interaction between the student and his or her educational environment, and are the result of conflict between the student and his or her educational environment (conflict is defined as the product of opposing sets of behavioral standards and/or expectations);
2. corrective strategies will focus on the student, as well as the student's environments, which may include classroom(s), the school, the community at large, and/or the home; and
3. correction of the behavior disorder will be achieved by changing the student, changing aspects of the environments or, in most instances, changing both to a certain degree (environment is defined as all persons, objects, and events existing together in time and space).

Seven-Step Model for Assessment, Program Planning, and Evaluation

The seven-step model for assessment, program planning, and evaluation has been developed for behavior disorders rated as either moderate or severe on the Identification Checklist and Summary. The model has been developed to guide the person(s) responsible for the assessment to consider all relevant and significant information related to the behavior disorder and is presented in two ways in this manual. First, the model is outlined by main headings, and second, each major step of the model is presented individually and in point form.

As well, two copies of the Assessment, Program Planning, and Evaluation Forms are presented for the documentation of information, plans, and evaluative results. The first form, Type-M, is for use in situations rated as moderate behavior disorder and the second form, Type-S, is for use in situations rated as severe behavior disorder. The forms presented in this section are sample cases, having been completed based on fictitional students. Blank forms are included in Appendix D and E for duplication purposes.

The forms can be used in many ways depending on the needs of the teacher and others, as well as on the operational methods of the school and/or jurisdiction. For example, a single teacher, in consultation with others, could complete the Type-M form and be responsible for all updates and modifications. Alternatively, if the behavior disorder is more pervasive and occurs in more than one classroom (as might occur in junior high or high school situations), a team approach would be more appropriate. Such a team might include all teachers who have contact with the student, a school counsellor, administrator, or resource personnel. In most instances a team approach would be appropriate for use of the Type-S form due to the complexity of severe behavior disorders. Obviously, any team approach to a behavior disorder would necessitate case conferencing with all members of the team present including the parents and student.

Depending on school and jurisdiction methods, the completed forms may be included as part of the student's cumulative file or it may be used by a teacher or team for informal purposes. Regardless of how they are used, the primary purpose of the forms is to facilitate the organization of relevant information so that informed decision making can occur at all steps in the corrective process and evaluation.

Seven-Step Model for Assessment, Program Planning, and Evaluation
Outline Format

I. Organization of Background Information

A. Relevant Historical Information
  1. Academic
  2. Behavioral
  3. Medical
  4. Familial

B. Complexity of Behavior
  1. Positive and Negative Academic Behaviors
  2. Positive and Negative Social Behaviors
  3. Positive and Negative Emotional Behaviors

C. Consistency of Behavior
  1. Affected Environments
  2. Similarities Across Environments

II. Identification and Application of Expectations

A. Expectation Identification
  1. Academic Expectations
  2. Social Expectations
  3. Emotional Expectations

B. Application of Expectations
  1. Rules
  2. Routines and Schedules
  3. Criteria for Success
  4. Environmental Structure
  5. Expectation Modification
  6. Student Awareness and Knowledge of Expectations

III. Organization of Assessment Information

A. Information to be Obtained
  1. Academic Ability and Performance
  2. Social Maturity and Behavior
  3. Emotional Development and Behavior
  4. Student Interactions with Others

B. Assessment Techniques
  1. Information from Teacher's Perspective
    a. Formal Behavioral Checklists
    b. Informal Behavioral Checklists
    c. Direct Observation Methods
  2. Information from Student's Perspective
    a. Life-Space Interview
    b. Q-Sorts
    c. Self-Report Behavior Checklists

IV. Summary of Assessment Information

A. Areas of Strength
  1. Academic
  2. Social
  3. Emotional
  4. Other
  5. As Related to Corrective Strategy

B. Areas of Difficulty
  1. Academic
  2. Social
  3. Emotional
  4. Other
  5. Rating in Terms of Severity

C. Behaviors to be Changed
  1. Behaviors to be Increased
  2. Behaviors to be Decreased
  3. New Behaviors to be Learned
  4. Prioritization of Behaviors to be Changed

V. Establishment of Corrective Strategy

A. Behavioral Objectives

B. Selection of Corrective Strategy

C. Writing of Individual Program Plan

VI. Implementation of Corrective Strategy

A. Role Clarification

B. Informed Consents

C. Materials and Equipment

D. Timing

VII. Evaluation of Corrective Strategy

A. Short-Term Evaluation
  1. Target Behaviors
  2. Methods of Re-Assessment
  3. Role Clarification
  4. Documentation
  5. Timing

Seven-Step Model for Assessment, Program Planning, and Evaluation Point-Form Format

The point-form format of the seven-step model presented on the following pages was designed specifically to serve as a practical guide for the person(s) completing the Assessment and Program Planning Form (Type-S) in instances of severe behavior disorder. Each step includes a statement of the objective for the step, a series of questions designed to guide the person(s) completing the form to the relevant and significant information, and methods to follow in obtaining and documenting the information.

Prior to using this model for severe behavior disorders, classroom teachers should consult with their school administration and appropriate educational consultants, in order to obtain any required assistance.

The point-form format is also applicable when the Assessment and Program Planning Form (Type-M) is being completed in instances of moderate behavior disorders. Because the Type-M form is simpler and less involved than the Type-S form, the point-form format of the seven-step model will be useful as a more generalized guide in instances of moderate behavior disorders.

Information and Methodological Guide

Page 1 of 14

(For TYPE-M, use Appendix D; for TYPE-S, use Appendix E)

I. Organization of Background Information

A. Relevant Historical Information

Objective:
To collect and organize background information which, when complete, will indicate what remains to be explored to understand the present situation.

Information Guide:

1. Have there been any significant changes in academic performance?
2. Has any standardized testing been conducted?
    a. If so, are results compatible with present performance?
    b. Is retesting a possible requirement?
    c. If not, is testing a possible requirement?
3. Is there any significant behavioral history which may be relevant to the present situation?
4. Is there a significant medical history which may be relevant to the present situation?
5. Is there any significant familial history which may be relevant to the present situation?

Methods:

1. Review student file.
2. Contact parents.
3. Consult with resource personnel (e.g., psychologist, educational consultant).
4. Enter information on form:
    a. Appendix D, page D-1 for TYPE-M
    b. Appendix E, page E-1 for TYPE-S

B. Complexity of Behavior

Objective:
To preliminarily identify types of specific behaviors which are characteristic of the behavior disorder and of the student's overall performance.

Information Guide:

1. What significant academic behaviors are characteristic of the student?
   a. Positive academic behaviors?
   b. Negative academic behaviors?
2. What significant social behaviors are characteristic of the student?
   a. Positive social behaviors?
   b. Negative social behaviors?
3. What significant emotional behaviors are characteristic of the student?
   a. Positive emotional behaviors?
   b. Negative emotional behaviors?

Methods:

1. Review and describe recent academic performance.
2. Operationalize statements of social and emotional behaviors in terms of seven dimensions of behavior from identification phase.
3. Enter information on form:
   a. Appendix D, page D-1 for TYPE-M
   b. Appendix E, page E-2 for TYPE-S

C. Consistency of Behavior

Objective:
Preliminary identification of various environments within which the significant behaviors occur with apparent reliable frequency.

Information Guide:

1. Are the significant behaviors restricted to a single classroom or single school environment (e.g., playground)?
2. Do the significant behaviors occur within a variety of school environments (more than one classroom and playground?)

3. Do the significant behaviors occur in the community at large as well as in the school environment?

4. Are the characteristics of the significant behaviors similar in the various environments within which they occur?

Methods:

1. Consult other school personnel.

2. Consult parents.

3. Consult community sources.

4. Consult student.

5. Enter information on form:
    a. Appendix D, page D-2 for TYPE-M
    b. Appendix E, page E-3 for TYPE-S

II. Identification and Application of Expectations

A. Expectation Identification

Objective:
To specify academic, social, and emotional expectations of each environment within which the behavior disorder occurs.

Information Guide:

1. For each environment within which the behavior disorder occurs, what are the specific expectations that the student is not meeting?

    a. Academic performance?

    b. Social performance?

    c. Emotional performance?

2. How consistent, or similar, are these expectations across the relevant environments? Is the student expected to perform or behave differently in different environments?

Methods:

1. Consult expectation-setting persons in all relevant environments.

2. Specify current expectations in all relevant environments.

3. Enter information on form:
    a. Appendix D, page D-3 for TYPE-M
    b. Appendix E, pages E-4 and E-5 for TYPE-S

B. Application of Expectations

Objective:
To determine whether current expectations are realistic and clearly communicated to student(s).

Information Guide:

1. Are classroom and school rules few in number, stated in specific terms, and conspicuously posted?
2. Are rules, routines, and schedules relatively consistent across all environments (particularly from classroom to classroom)?
3. Are routines and schedules regular and predictable?
4. Are rules enforced consistently and fairly?
5. Are criteria for success realistically attainable given the present functioning of the student(s)?
6. Are the environments structured in such a way as to promote success of the student(s) in meeting expectations?
   a. Is the physical space adequate, uncrowded, and organized?
   b. Is the physical space appealing and stimulating without being distracting?
7. Are any changes in expectation(s) possible which would increase the likelihood of student success?
8. Does the student know the specific expectations of each environment?

Methods:

1. Review existing expectations.
2. Consult expectation-setting persons in all relevant environments.
3. Consult student(s).
4. Enter information on form:
   a. Appendix D, page D-3 for TYPE-M
   b. Appendix E, pages E-5 to E-7 for TYPE-S

Information and Methodological Guide

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(For TYPE-M, use Appendix D; for TYPE-S, use Appendix E)

III. Organization of Assessment Information

A. Information to be Obtained

Objective:
To state specific behaviors and student skills to be assessed via a structured format.

Information Guide:

1. Is standardized information about the student's academic ability required?
2. Is anecdotal and/or informal information about the student's academic performance required?
3. Is formalized information about the student's social maturity required?
4. Is anecdotal and/or informal information about the student's social behavior required?
5. Is formalized information about the student's emotional development required?
6. Is anecdotal and/or informal information about the student's emotional behavior required?
7. Is specific information about the student's interactions with others required?
    a. Interaction with the teacher(s)?
    b. Interaction with peers?
    c. Interaction with parents?

Methods:

1. Review results of Steps I and II.
2. Consider use of Standardized testing (see page 2-59).
3. Consider use of Anecdotal recording (see page 2-61).
4. Consider use of Behavioral checklists and inventories (see page 2-59).
5. Consult resource staff.
6. Consult parents.
7. Consult student(s).
8. Enter information on form:
    a. Appendix D, page D-4 for TYPE-M
    b. Appendix E, page E-8 for TYPE-S

B. Assessment Techniques

Objective #1:
To select the most effective and expedient means of obtaining desired information from the teacher's perspective.

Information Guide:

1. Are specific behaviors characteristic of the behavior disorder clearly identified and defined in terms which permit direct measurement (operationally defined)?
2. Are there dimensions of the behavior(s) which require specific measurement?
   a. Is the context adequately documented?
   b. Is the complexity of the behavior(s) of particular concern?
   c. Is the directionality of the behavior(s) of particular concern?
   d. Is the intensity of the behavior(s) of particular concern?
   e. Is the consistency of the behavior(s) of particular concern?
   f. Is the frequency of the behavior(s) of particular concern?
   g. Is the duration of the behavior(s) of particular concern?

Methods:

1. Consider use of formal behavioral checklists (see page 2-59).
2. Consider use of informal behavioral checklists (see page 2-60).
3. Consider use of direct observation (see page 2-61).
4. Enter information on form:
   a. Appendix D, page D-4 for TYPE-M
   b. Appendix E, pages E-9 and E-10 for TYPE-S

Objective #2:
To select the most effective and expedient means of obtaining desired information from the student's perspective.

Information Guide:

1. To what extent does the student recognize his or her behavior and the link to its consequences?
2. What is the nature of the student's perception of the behavior disorder and its antecedents?

3. What is the student's perception of environmental and performance expectations?

4. What is the student's perception of his or her actual behavior as compared to how he or she would like to ideally behave?

5. Can the student help identify specific strengths and/or areas of behavioral difficulty?

Methods:

1. Consider use of life-space interview (see page 3-11).

2. Consider use of Q-Sort (see page 3-13).

3. Consider use of self report behavioral checklists (see page 2-59).

4. Enter information on form:
   a. Appendix D, page D-4 for TYPE-M
   b. Appendix E, page E-10 for TYPE-S

IV. Summary of Assessment Information

A. Areas of Strength

Objective:
To identify and state functional areas of strength which the student currently demonstrates.

Information Guide:

1. What specific strengths does the student currently demonstrate?

   a. Academic strengths?

   b. Social strengths?

   c. Emotional strengths?

   d. Other strengths?

2. Does the student demonstrate these strengths in all relevant environments?

3. Are all involved persons (teachers, parents, student) aware of these strengths?

4. How can these strengths be taken advantage of as part of a corrective strategy?

Methods:

1. Review results of Steps I, II, and III.

2. State areas of strength as successful behaviors in operational (measureable) terms.

3. Enter information on form:
   a. Appendix D, page D-5 for TYPE-M
   b. Appendix E, pages E-11 and E-12 for TYPE-S

B. Areas of Difficulty

Objective:
To identify and state functional areas of difficulty which the student is currently experiencing.

Information Guide:

1. What specific academic difficulties does the student demonstrate?
   a. Due to ability?
   b. Due to performance?
   c. Which are the most severe?
2. What specific social difficulties does the student demonstrate?
   a. What dimensions of the behaviors are of primary concern?
   b. Which are the most severe?
3. What specific emotional difficulties does the student demonstrate?
   a. What dimensions of the behaviors are of particular concern?
   b. Which are the most severe?

Methods:

1. Review results of Steps I, II, and III.

2. State areas of difficulty in operational terms.

3. Enter information on form:
   a. Appendix D, page D-5 for TYPE-M
   b. Appendix E, pages E-12 and E-13 for TYPE-S

C. Behaviors to be Changed

Objective:
To state specific academic, social and emotional behaviors to be changed via a specified corrective strategy.

Information Guide:

1. What existing student behaviors should be increased?
   a. Academic behaviors?
   b. Social behaviors?
   c. Emotional behaviors?
2. What existing student behaviors should be decreased?
   a. Academic behaviors?
   b. Social behaviors?
   c. Emotional behaviors?
3. What new behaviors should the student learn?
4. What teacher behaviors should be changed to facilitate correction of the behavior disorder?
5. What parent behaviors should be changed to facilitate correction of the behavior disorder?
6. What peer behaviors should be changed to facilitate correction of the behavior disorder?
7. Which single behavior, if corrected/changed, would have the greatest positive effect on the student's ability to benefit from his or her educational program?
   a. Which student behavior?
   b. Which teacher behavior?
   c. Which parent behavior?
   d. Which peer behavior?

Methods:

1. Review results of Steps I, II, and III.
2. Consult all involved persons (teachers, student, parents, peers, resource personnel).
3. Enter information on form:
   a. Appendix D, pages D-5 and D-6 for TYPE-M
   b. Appendix E, pages E-13 to E-15 for TYPE-S

V. Establishment of Corrective Strategy

A. Behavioral Objectives

Objective:
To state specific behavioral objectives of the corrective strategy.

Note: Refer to Section III prior to completion.

Information Guide:

1. Are the behaviors which were identified in Step IV/C (Behaviors to be Changed) stated in terms which:
   a. Clearly identify the specifics of the behavior disorder in terms of the seven dimensions of behavior?
   b. Efficiently and effectively communicate information about the behavior disorder to others?
2. For each behavior to be changed, what are the specific objectives of the corrective strategy? Are these objectives stated in terms of the seven dimensions of behavior?
3. Are there new behaviors to be learned which can be broken down into a number of smaller steps to facilitate learning?

Methods:

1. See the Special Education Handbook, Section 9, pages 40-58, which discusses Behavioral Objectives and Task Analysis.
2. See pages 2-55 and 2-56 in this manual for summary instructions for Behavioral Objectives and Task Analysis.

3. Enter information on form:

   a. Appendix D, page D-7 for TYPE-M
   b. Appendix E, page E-17 for TYPE-S

B. Selection of Corrective Strategy

Objective:
To select the most effective and appropriate corrective strategy to change behaviors and meet behavioral objectives as stated.

Information Guide:

1. See Section III in this manual which discusses corrective strategies and their selection.

2. Enter information on form:

   a. Appendix D, page D-7 for TYPE-M
   b. Appendix E, page E-18 for TYPE-S

C. Writing of Individual Program Plans

Objective:
To document an individualized program plan based on the behaviors to be changed, the behavioral objectives, and the selected corrective strategy.

Information Guide:

1. See the Special Education Handbook, Section 8, pages 30-39, which discusses Individual Program Plans.

2. See Assessment, Program Planning, and Evaluation Form in this manual (pages 2-10 to 2-11). This represents an IPP.

VI. Implementation of Corrective Strategy

Objective:
To implement the selected corrective strategy in a systematic and organized manner.

Information Guide:

1. Are the roles and responsibilities of all participating persons sufficiently clear, understood, and documented?

2. Have informed consents been obtained where necessary?

3. Are all required materials and equipment available and prepared?

4. What is the best time to start the program?

5. When should the program first be reviewed and evaluated?

   a. Academic progress?

   b. Social progress?

   c. Emotional progress?

Methods:

1. Consult all involved persons (including student).

2. Review Individual Program Plan.

3. Enter information on form:
   a. Appendix D, page D-8 for TYPE-M
   b. Appendix E, page E-19 for TYPE-S

VII. Evaluation of Corrective Strategy

A. Short-Term Evaluation

Objective:
To determine the immediate and short-term impact of the corrective strategy on the behavior disorder.

Information Guide:

1. Which behaviors have been targeted for the most immediate change?

   a. Which academic behaviors?

   b. Which social behaviors?

   c. Which emotional behaviors?

2. What methods were used initially to assess these behaviors and when can these same methods be repeated in order to measure change?

3. Who is going to evaluate or re-assess, these target behaviors?

4. How will evaluation results be documented and communicated to others?

5. With whom will evaluation results be shared?

6. How long should the program be allowed to continue with little or no changes in the behavior disorder?

Methods:

1. Review the Individual Program Plan.

2. Consult others (including the student and parents).

3. See the Special Education Handbook, Section 8, pages 34-36, which discusses evaluation in relation to the Individual Program Plan.

B. Long-Term Evaluation

Objective:
To determine the enduring and long-term impact of the corrective strategy on the student's behavior disorder and educational program.

Information Guide:

1. Which behaviors have been targeted for the most gradual change?
   a. Which academic behaviors?
   b. Which social behaviors?
   c. Which emotional behaviors?

2. What methods were used initially to assess these behaviors, and when can these same methods be repeated in order to measure change?

3. Who is going to evaluate or re-assess, the target behaviors?

4. How will evaluation results be documented and communicated to others?

5. How will any changes in short-term objectives, strategies, or results affect long-term evaluation?

Information and Methodological Guide

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(For TYPE-M, use Appendix D; for TYPE-S, use Appendix E)

Methods:

1. Review Individual Program Plan.
2. Consult others (including the student and parents).
3. See the Special Education Handbook, Section 8, pages 34-36, which discusses evaluation in relation to the Individual Program Plan.
4. Enter information on form:
   a. Appendix D, page D-8 for TYPE-M
   b. Appendix E, page E-20 for TYPE-S
5. Communicate results.

Assessment and Program Planning Form (TYPE-M) (See Appendix D for blank form)
Page 1 of 8

Student Name: Blake Student Birth Date: 13/04/72 Grade: 9

School: Central Heights Junior High Date Form Completed: November 25, 1985

Person(s) Completing Form: Shirley Teacher (Language Arts)

Step I: Organization of Background Information

1. Briefly describe any significant changes in academic performance:

Performance consistently above average during elementary grades. In Grade 7 Blake had honors standing and was referred for psychology assessment for giftedness. During Grade 8 his achievement levels were inconsistent and his average dropped slightly below honors. In Grade 9 Blake received Ds in Language Arts, Math, Social Studies, and French.

2. Briefly summarize any previous formal/standardized testing on record:

April 1983 - WISC-R: Verbal IQ = 133, Performance IQ = 140, Full Scale IQ = 135.
Very superior range, with no significant weaknesses. Strengths in abstract reasoning and problem solving in both verbal and performance areas.

3. Briefly describe any significant behavioral history:

Blake's change in motivation and achievement during Grade 8 were discussed with him by the school guidance counsellor; at that time Blake indicated that he wasn't concerned about underachievement, and didn't see a need to see the counsellor again. He was not a behavioral concern. In Grade 9 his inappropriate classroom behavior has steadily increased and he has been sent to the principal's office for breaking school rules between classes, and before and after school as well.

4. Briefly describe any significant medical and/or familial history:

Parents have called the guidance counsellor and teachers frequently to discuss Blake's achievement. They are concerned that he be able to attend the university which they both graduated from and which has very stiff entrance requirements.

Assessment and Program Planning Form (TYPE-M)

Page 2 of 8

5. Briefly describe in operational terms, the behaviors which are most notably disrupting the student's educational program:

   1. incomplete, messy assignments
   2. talking back to teachers
   3. loud and noisy "swaggering" in halls and in classroom
   4. disturbs other students' materials deliberately
   5. pushes or shoves other students intentionally
   6. taunts smaller or younger students

6. Identify all environments (including home and/or community if applicable) within which the behavior disorder occurs:

School:	Language Arts, Math, Social Studies, and French classes; Between classes (in the hallways); On school steps - gathered with his "buddies" before and after school
Home:	Parents have said that they cannot get Blake to tell them what assignments he has to do
Community:	No information

Assessment and Program Planning Form (TYPE-M)

Page 3 of 8

Step II: Identification and Application of Expectations

7. As a result of the behavior disorder, which specific expectations is the student not meeting?

7a. Social expectations not being met:

1. respect for other students' property
2. cooperativeness in class in response to teacher's directions and requests
3. following school rules
4. politeness to teachers when speaking to them

7b. Emotional expectations not being met:

None

7c. Academic expectations not being met:

1. not performing at level of ability in Language Arts, Social Studies, Science, or French
2. assignments not completed
3. unprepared for class
4. not taking notes in class

8. Does the student know these specific expectations (i.e., can the student actually state these expectations)?

[✓ Yes] No

9. Given the student's current level of functioning, are these expectations realistically obtainable?

[✓ Yes] No

9a. If "**No**", state what specific changes could be made in the expectations above to increase the likelihood of student success:

Assessment and Program Planning Form (TYPE-M)
Page 4 of 8

III. Organization of Assessment Information

10. Will formal/standardized testing be conducted?

Yes [✓ **No**]

10a. If "**Yes**", provide details of assessment plan:

10b. Has parental consent for testing been obtained?

Yes **No**

11. Will non-standardized techniques be used to assess any specific behaviors identified in Step I above?

Yes [✓ **No**]

11a. If "**Yes**", provide details of assessment plan:

Will discuss Blake's behavior with the Phys. Ed. and Industrial Arts teachers, and ask for their suggestions regarding discipline techniques which they may have used with Blake.

Assessment and Program Planning Form (TYPE-M)
Page 5 of 8

Step IV: Summary of Assessment Information

12. Based on background information, current performance, and assessment results, describe the student's current strengths:

1. performance in sports
2. intellectual abilities
3. motivation and cooperativeness in Industrial Arts and Phys. Ed.

13. Based on background information, current performance, and assessment results, describe the student's current difficulties:

1. attitude toward school rules
2. disruptiveness in class
3. poor work and study habits in core subjects

13a. Which of these interferes most with the student's educational program?

attitude toward school rules

14. Based on background information, current performance, and assessment results, what specific behaviors of the student should be increased?

1. handing in complete assignments done at his ability level
2. behaving appropriately in class (paying attention, participating, talking politely to others)

Assessment and Program Planning Form (TYPE-M)
Page 6 of 8

15. Based on background information, current performance, and assessment results, what specific behaviors of the student should be decreased?

1. talking out and disrupting the class
2. physical aggression toward other students and their property

16. Based on background information, current performance, and assessment results, what specific new behaviors should the student learn?

Blake knows the correct behaviors — he has acted appropriately in the past.

17. What teacher behaviors should be changed?

1. try to identify with Blake his areas of interest in the subject; consider independent program until he is ready to return to class
2. avoid power struggles (by setting up pre-arranged contract with him)
3. decrease attention paid to Blake alone — involve his audience (e.g., his "buddies") in the consequences

18. What suggestions for change should be made to the parents?

1. set up a specific homework time at home
2. discuss his low motivation with him to find out why he doesn't care about school

19. What peer behaviors should be changed?

1. their imitation of Blake's inappropriate behaviors
2. their paying attention to his disruptiveness (e.g., laughing and clapping)
3. generally, their supporting Blake's behavior through their group

Assessment and Program Planning Form (TYPE-M)
Page 7 of 8

Step V, VI, VII: Establishment, Implementation, and Evaluation of Corrective Strategy

1. Write and conduct a General Service Plan (following page) to include all of the specific behaviors/suggestions identified previously.

see attached

Assessment and Program Planning Form (TYPE-M)

Page 8 of 8

General Service Plan

Additional sheets might be necessary depending on the nature and extent of the plan for student.

Student Name: Blake Student **Date of Birth:** 13/04/72 **Age:** 13 **Grade :** 9

Behavior	Strategy	Person Responsible	Start Date	Review Date	Comment on Behavior Change
Class disruption	Pre-arranged behavior contract	Shirley Teacher	28/11/85	06/12/85	Positive response in Language Arts class; expand use to include Math & Social Studies
Physical aggression	Immediate detention	Assistant Principal	28/11/85	06/12/85	2 detentions in first week, none in second; continue
Incomplete homework	Homework book & suggest parents set specific time at home	Parents/Guidance Counsellor	28/11/85	06/12/85	More homework being completed but quality is still poor (messy and below ability level)
Low motivation	Discuss future school/ career goals — try to find out what Blake wants to do	Parents/Guidance Counsellor	28/11/85	08/01/86	

Person Completing This Plan: Shirley Teacher **Date Plan Written:** Nov. 25, 1985

Parent(s)/Guardian(s): ____________ **Principal:** ____________

Assessment and Program Planning Form (TYPE-S) (See Appendix E for blank form)

Page 1 of 20

Student Name: Sam Student **Date of Birth:** June 26, 1974 **Grade:** 4

Person Completing Form: Beth Teacher **Date Form Completed:** Nov. 29/84

School:

Step I: Organization of Background Information
(see pages 2-12 to 2-14 in this manual)

Objective: To collect and organize background information prior to conducting an assessment.

1. Briefly describe any significant changes in academic performance:

Sam was held back in Grade 1 due to low achievement. Performance over past three years has been consistently average, until this fall. He is now doing well below average work except in Science (where he is above average).

2. Has any formal/standardized testing been conducted?

[✓ **Yes**] **No**

2a. If **Yes**, provide details:

Date	**Test**	**Results**
Dec. 1980	Stanford-Binet	IQ = 115. Verbal skills above age level; problem-solving skills scattered. Sam was cooperative, but needed constant praise and encouragement.
Jan. 1981	Audiological Exam	Results inconclusive; possible low frequency hearing loss.

Should retesting be considered? [✓ **Yes**] **No**

2b. If **No**, should testing be considered?

Yes **No**

3. Briefly describe any significant behavioral history:

Sam has been consistently identified as distractible and anxious (non-specific; nervous). Incidence of fighting with others on the playground has increased this fall (to three or four times per week). Is not pleased by having to report to the principal's office.

4. Briefly describe any significant medical and/or familial history:

Note on Sam's file (May, 1978); he was put on medication (not specified) for sleeplessness and high activity level. Parent (mother) now reports he is not on any medication. Had high fever as infant, no obvious effects. Parents recently divorced (Spring 1984). Older brother (12 years) has cerebral palsy (moderate) and is currently in special class at Fr. Quentin School. Mother is unemployed, receiving welfare and some (?) support from ex-husband.

5. Briefly describe the most significant, or notable, behaviors that are currently characteristic of the student. (Fill in all boxes.)

	Positive	**Negative**
Academic Behaviors	1) Is attentive to initial instruction. 2) Reading skills are stronger than others (e.g., number concepts), but still below average. 3) Enjoys science! Works hard on projects and makes creative suggestions.	1) Fails to complete tasks; requires repeated instructions and encouragement and assistance. 2) Number concepts weakest area. 3) Problem-solving skills are poor. Is often impatient and impulsive in trying to finalize solution.
Social Behaviors	1) Enjoys helping teacher (e.g., setting up displays, cleaning boards, etc.) 2) Likes being with other students most of the time; has one or two favorite pals (John S. and Diane P.). 3) Very polite to adults (precocious at times).	1) Very demanding of teacher attention; sulks or has tantrum if feels he is being ignored. 2) Often uses physical means to initiate social contact (pokes, bumps into, throws small objects at others in friendly way). 3) At times, hurts other students apparently deliberately with no cause.
Emotional Behaviors	1) Resourceful when corrected/reprimanded; says "I'm sorry." 2) Can verbalize right from wrong in most situations. 3) Shows concern for others who are in distress.	1) Repeats inappropriate behavior (in spite of previous remorse and guilt). 2) Makes deprecatory remarks about his father (e.g., "He's no good; he doesn't care about me."). 3) Jumps at loud noises — appears frightened.

6. Identify all environments within which the behavior disorder occurs.

6a. Which classroom(s)?	6b. What other school environments?
Beth Teacher's	Recess Gym Assembly

6c. Does the behavior disorder occur in the home?

[✓ Yes] No

6d. Does the behavior disorder occur in the community?

[✓ Yes] No (Mother reports that Sam's behavior is fairly consistent, e.g., at Sunday School, Cubs, etc.)

7. Is the behavior disorder similar in all environments?

[✓ Yes] No

7a. If **No**, which environment is most severely disrupted?

N/A

7b. If **No**, which environment is least disrupted?

N/A

Step II:	Identification and Application of Expectations (see pages 2-14 and 2-15 in this manual)
Objective:	To state current performance expectations; to determine the degree to which they are realistic; and to consider modifications

8. For each environment identified in 6, state the specific expectations that the student is not currently meeting.

Environment	Academic Expectation	Social Expectation	Emotional Expectation
1) Beth Teacher's Classroom	1) Completing tasks. 2) Poor problem attack skills — particularly in math.	1) Working independently. 2) Appropriate social initiation. 3) Appropriate interaction with other students.	1) Correcting behavior after expressing remorse/regret. 2) Making positive statements about others.
2) Recess	N/A	1) Appropriate social initiations. 2) Appropriate interaction with other students.	1) Correcting behavior after expressing remorse/regret. 2) Confidence to attempt new activities/games.
3) Gym	N/A	1) Follow through on instructions. 2) Appropriate interaction with other students.	As in #2 above.
4) Home	1) Completing homework tasks consistent with (tested) ability.	1) Non-aggression towards others 2) Independent of mother's attention. 3) Self-help skills (e.g., dressing, hygiene).	1) More positive feeling toward father. 2) Honest (i.e., follows through on promises "to be better"). 3) Less anxious/frightened.
5) Sunday School/Cubs	N/A	1) Non-aggression towards others 2) Less demanding of adult attention.	1) Positive feelings/statements about others. 2) Less anxious/frightened.

Assessment and Program Planning Form (TYPE-S)

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9. Are expectations reasonably consistent across all environments?

   Academic expectations?

   Yes [✓ No] (Mother expects age-level performance now.)

   Social expectations?

   [✓ Yes] No

   Emotional expectations?

   Yes [✓ No] (Mother appears less tolerant of moodiness — i.e., expects more consistency in Sam's disposition.)

10. Does the student know the specific expectations of each environment? Can the student state the expectations of each environment?

    Comment:

    Hard to say. Sam can repeat instructions as well as verbalize what he should have done. However, he continually repeats those behaviors he has just stated that he shouldn't do, or that he is sorry about. As well, he appears to need a lot of adult one-to-one to complete tasks even though he knows what to do.

11. Given the information in 8, 9, and 10 above, are expectations realistically attainable given the present functioning of the student?

    Yes [✓ No]

12. For each environment identified in 8, check whether or not:

Environment

	(1) Classroom		(2) Recess		(3) Gym		(4) Home		(5) Sunday School/Cubs	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Physical space is adequate, uncrowded, and organized.		✓	✓		✓			✓		✓
Physical space is appealing and stimulating without being distracting.	✓		✓			✓		✓		✓

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13. For each environment identified in 8, check whether or not:

Environment

	(1) Classroom		(2) Recess		(3) Gym		(4) Home		(5) Sunday School/Cubs	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Routines and schedules are regular and predictable.	✓		✓			✓	✓		✓	
Rules are few in number, stated in specific terms and posted.		✓		✓	✓			✓	✓	
Rules are enforced consistently and fairly.	✓			✓	✓			✓		✓

14. For each environment identified in 8, state what changes in expectations, physical organization/appearance, rules, routines, and/or schedules could be made to increase the likelihood of student success.

Environment	**Changes**
1) Beth Teacher's Classroom	1) Room is too small for 27 students; therefore crowded and congested. 2) Rules too vague (e.g., "We respect others"); not posted in conspicuous place. 3) Ms. Teacher enforces rules consistently and fairly, but lack of specificity (vagueness) is confusing to students.
2) Recess	1) Only rule appears to be "No Fighting", but it is not posted. 2) Enforcement of No Fighting rule inconsistent due to (a) different supervisor definition of "Fighting", and (b) inadequate supervision (not enough adults).
3) Gym	1) All equipment is always within sight and accessible, therefore distracting students from planned activity. 2) Routines vary. Some days gym routines are very structured while on other days, no routines are followed (e.g., students are given free choice of activities with no structure).
4) Home	1) Sam's mother can only afford to live in 2-bedroom apartment (small). 2) Few toys and activities for children; TV is main past time. 3) No rules posted. 4) Mother reports that rules are enforced more consistently when she is not tired.
5) Sunday School/Cubs	1) Small, crowded facilities in church basement. Noisy due to many groups of children sharing space. 2) Rules inconsistently enforced due to large number of different supervisors.

15. To what degree would the student need to improve his or her performance to meet present expectations? (Check one for each performance category.)

	Mild Improvement	Moderate Improvement	Major Improvement
Academic		✓	
Social		✓	
Emotional			✓

Step III:	Organization of Assessment Information (see pages 2-16 to 2-18 in this manual)
Objective:	To state specific abilities and/or behaviors to be assessed, and what assessment techniques will be used; in essence, to specifically plan the assessment.

16. Will formal/standardized testing be conducted?

[✓ Yes] No

16a. If **Yes**, provide details.

Test to be Given	Test Administrator	Date on Which Test Report Available
Audiological Exam	Andy Audiologist	December 20, 1984
Physical Examination	Family Physician (Dr. Black)	January 4, 1984 (Mother to report)
T.A.T. (Thematic Apperception Test)	Paula Psychologist	January 25, 1985

16b. If **Yes**, has parental consent been obtained?

Yes [✓ **No**]

(Mother to meet with psychologist on December 7, 1984 to discuss T.A.T. procedure and rationale.)

17. Complete the table on the next page to indicate the plan for assessing specific behaviors using non-standardized techniques.

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Non-Standardized Assessment Plan

	Specific Behavior to be Assessed	Most Relevant Dimension(s)	Assessment Technique	Assessment Date(s)	Assessment Environment(s)	Person to do Assessment
Academic Behaviors	1) Failure to complete tasks following initial instructions	a) Frequency b) Consistency c) Directionality d) Duration	a) Frequency count b) Consultation with mother c) Context analysis via anecdotal record d) Duration recording	a) Dec. 3-7/84 b) Dec. 7/84 (mother in conference) c) Dec. 3-7/84 d) Dec. 3-7/84	a) Beth Teacher's Classroom b) Home c) Beth Teacher's Classroom d) Beth Teacher's Classroom	a) Beth Teacher b) Mother c) Bob Behavioral Aide d) Bob Behavioral Aide
	2) Level of current performance as compared to (tested) ability	a) Intensity	a) Interview with mother and Sam (joint)	a) Dec. 7/84	a) Conference Room	a) Paula Psychologist and Beth Teacher
Social Behaviors	1) Demand for adult assistance with assigned tasks	a) Frequency	a) Frequency count	a) Dec. 3-7/84	a) Beth Teacher's Classroom b) Home	a) Beth Teacher b) Mother
	2) Hitting, poking, pushing other students	a) Frequency	a) Frequency count	a) Dec. 10-14/84	a) Beth Teacher's Classroom b) Recess c) Gym d) Home	a) Beth Teacher b) Bob Behavioral Aide c) Bob Behavioral Aide d) Mother
		b) Context	b) Life-space interview	b) On first incidence	b) Beth Teacher's Classroom	b) Beth Teacher
Emotional Behaviors	1) Deprecatory remarks about father	a) Context	a) Anecdotal recording	a) Dec. 3-14/84	a) Beth Teacher's Classroom b) Home	a) Beth Teacher b) Mother
	2) Fear reactions	a) Context b) Frequency	a) Anecdotal recording b) Frequency count results to be derived from anecdotal records above	a) Dec. 3-14/84	a) Recess b) Gym	a) Bob Behavioral Aide b) Bob Behavioral Aide c) Mother

18. In terms of specific behaviors identified for assessment in 17:

18a. Indicate to what extent the student recognizes the behaviors and their link to consequences:

(1) In terms of working to his ability and completing tasks, Sam states that he knows he can do better work but that he needs the teacher and his mother to help him. (2) Again, he states that "hitting other kids and my brother is wrong," but continues to do so. He is very reluctant to talk about his father when asked. (3) He states that being sent to the principal's office "doesn't bother me; he's a nice guy."

18b. Indicate to what extent the student recognizes the antecedents of the behaviors:

(1) Sam states that he wants other students to be his friend, and that his hitting is "just joking around." (2) Sam's spontaneous comments about his father always refer to his father's "not caring; he left." (3) Sam says, "I don't know" when asked why he has trouble following through on promises and instructions.

18c. Indicate areas of strength and areas of difficulty that the student can identify:

Strengths:

Sam likes to read and is proud of his ability in this area. He says he likes science best because "it's fun." He is also aware of his brother's handicap and knows he has to help him at home.

Difficulties:

Sam seems to know he can do better work and work more independently (he can verbalize this). He can also verbalize that hitting may not be the best way to make friends, but insists that his hitting is "joking around and not really hitting to hurt someone."

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Step IV:	Summary of Assessment Information (see pages 2-18 to 2-21 in this manual)
Objective:	To identify and state areas of strength and difficulty which the student is currently demonstrating, and to identify and state specific behaviors which require change; in essence, to report the assessment findings.

19. Describe, in precise and operational terms, the student's:

Current Academic Strengths:

(1) Sam is currently at the grade 3.5 level, except for his achievement in science, which is his strongest academic skill. (2) Sam is the top student (out of 27 in his class) in science; he has received "commendable" grades for the past year and one-quarter (N.B. His science project won city honorable mention for third graders last year). (3) Sam has above average ability (tested) in verbal and conceptual skills.

Current Social Strengths:

(1) Sam is socially articulate with adults. He consistently says "Please" and "Thank you," and greets all school personnel by name and with "How are you?". He responds to adult questions in a polite tone. (2) Sam offers his help to adults (particularly his teacher) frequently (average three times per day). (3) Sam spends approximately 75 per cent of his free time (recess, activity centres, lunch time, etc.) in social interaction with peers.

Current Emotional Strengths:

(1) Sam expresses remorse and regret when his inappropriate behavior is pointed out to him (e.g., "I'm sorry"; "That was a bad thing to do, I guess.") (2) Sam shows concern for others who are in distress. He asks "Are you O.K.?" if someone gets physically hurt, and asks "Can I help?" when he recognizes someone is unhappy (e.g., pouting or sobbing) or in a hurry to prepare for activities (e.g., when his teacher is hurriedly distributing work materials).

Other Current Strengths:

Sam's mother reports that he spends a lot of time (she estimates at least one hour per night) on his Cub Badge Projects and is one of the top scouts in terms of the number of badges he has earned. She also states that he does "most" of the work on his own.

20. Are these strengths consistently demonstrated in all relevant environments?

[✓ Yes] No

Comments:

EXCEPTION: Sam does not relate to his mother as politely as he does to other adults, nor does he offer to help her spontaneously. She states that "He used to be more polite to me — before his father left — now he demands my help when he wants it."

21. Are all involved persons aware of these strengths?

[✓ Yes] No

Comments:

His mother stated that "It bothers me that he treats me differently now. I don't know why; I don't know what I've done to hurt him, but I must have done something!" N.B. Sam's father no longer lives in the city, and could not be contacted for any comment or input.

22. How can these strengths be taken advantage of in designing a corrective strategy?

(1) Sam's excellent work in science and at Cubs is an indication that he can work independently and to his potential. (2) Sam obviously wants friends; he just needs to learn more appropriate ways of initiating social contact. (3) He can, and does, articulate (a) right from wrong, and (b) sensitivity and concern for others. He needs to learn how to follow through!

23. Describe, in precise and operational terms, the student's:

Current Academic Difficulties:

(1) Except for science (and Cub work apparently), Sam completes only 15 per cent of assigned tasks without requesting assistance. (2) The average length of time he works on assigned tasks before requesting assistance is 4.5 minutes. (3) If his first request for assistance is not met within 30 seconds, Sam repeats his request in a loud voice 37 per cent of the time, and distracts other students (poking, throwing "spit balls" at) 63 per cent of the time.
(4) Sam's mother's expectations for his academic performance are possibly too high for his ability. She is impatient.

Current Social Difficulties:

(1) See above re: demand for adult attention at school. Sam's mother reports that, except for his Cub work, "He didn't complete a single task I gave him to do all week (Dec. 3-7)" (2) Sam's rate of poking/hitting other students was (average daily rate for week of Dec. 10-14): Classroom = 14.7; Recess (60 min./day) = 12.6; Gym (40 min. x 3 days) = 7.2; Home = 4.6 (3) Life-space interview by teacher: good interview; Sam was cooperative, articulate, and suggested alternatives; but no noticeable change in overall rate of behavior.

Current Emotional Difficulties:

The antecedents for Sam's deprecatory remarks about his father were always another person's reference to father in Sam's presence (not just a reference to Sam's father, but to any father). On six of 10 occasions, the consequence was that he was asked why he felt that way, to which his response was always avoidance (by turning away from the person asking). On the other four occasions, his comments were not responded to, and he made no further comment himself.

Other Current Difficulties:

(1) The audiologist reports that Sam does have measurable hearing loss in both ears. He feels that some of Sam's fear responses are 'startle responses' to loud noises, since Sam can't hear the more subtle warning noises which may precede the louder noise. (2) The psychologist's report of Sam's T.A.T. responses indicate both anger at his father as well as a sense of loss, both with minimal understanding on Sam's part. He appears, however, to be blaming his mother, but could not be specific as to why. Insecurity was strongly indicated.

24. Of all the student's difficulties listed in 23, which is the most severe in terms of limiting the benefits the student could derive from his or her educational program?

Failure to complete assigned tasks coupled with his excessive demand for adult assistance.

Why?

Sam appears insecure and lacks confidence in his abilities (academic) generally; he needs to not only recognize his abilities via successful task performance, but also needs to reduce his dependence on adults for both assistance and recognition. Most of all, he needs to develop confidence in his ability to solve problems for himself. This should generalize to other areas (e.g., his finding more appropriate ways to initiate social contact with peers).

25. In terms of the specific behaviors identified in 19 (Strengths) and 23 (Difficulties):

25a. Which should be increased?

(1) Length of time initially spent on task before requesting adult assistance; (2) Number of appropriately stated requests for assistance from Mother; (3) Number of spontaneous offers to help Mother at home; (4) Number of non-physical initiations of social contact with peers; (5) Length of time waiting quietly for teacher assistance once initial request has been made (i.e., not repeating or disturbing other students).

25b. Which should be decreased?

(1) Number of requests/demands for adult attention/assistance; (2) Number of physical approaches (poking, hitting, bumping into, throwing "spit balls") to other students and brother; (3) Number of times he goes back on his word to be better.

26. What new behaviors should the student learn?

(1) Sam should be encouraged and helped to talk about his feelings about (a) his father and (b) his blaming of his mother. (2) How to sit quietly and not disturb other students while waiting for teacher assistance after first request made.

27. What teacher behaviors should be changed?

(1) When providing assistance to Sam, Beth Teacher should facilitate his own problem-solving behavior rather than giving him the correct answer. She should increase her praise for any attempt he makes to solve a problem himself (even if with her facilitation). (2) Make her assistance contingent on appropriate requests and appropriate waiting for assistance behavior. (3) She should reduce the frequency and duration of helping-the-teacher behavior (by scheduling his and other students' turns to help) and increase her encouragement (and reinforcement) for his interaction with peers.

28. What suggestions for change should be made to the parents?

(1) Mother needs to become more realistic or patient about Sam's ability to perform to his potential. She needs to recognize and reinforce his current strengths and relative successes, rather than constantly reminding him that he can do better. (2) Mother needs to be more consistent in her discipline and spontaneous praise of both Sam and his brother. (3) Mother needs to reduce her feelings that she is somehow responsible for Sam's recent change in behavior; she needs to resolve her feelings about her recent divorce.

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29. What peer behaviors should be changed?

Sam's friends need to be taught how to make their social interactions with Sam contingent on his appropriate initiations, rather than playing into his aggressive approaches by fighting back.

30. Which single behavior, if changed or learned, would have the most significant positive effect on the student's ability to benefit from his or her educational program?

30a. Which student behavior?

Decrease of dependence on excessive adult assistance.

30b. Which teacher behavior?

Facilitate problem-solving with Sam.

30c. Which parent behavior?

Realistic expectations plus acceptance of current performance by Sam.

30d. Which peer behavior?

Not fighting back with Sam following physical approach.

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Step V:	Establishment of Corrective Strategy
Step VI:	Implementation of Corrective Strategy
Step VII:	Evaluation of Corrective Strategy (see pages 2-21 to 2-25 in this manual)
Objective:	To state specific behavioral objectives and to select, implement, and evaluate the corrective strategies; in essence, to write and carry out the IPP.

31. Write behavioral objectives for each behavior identified in 25-30; enter these into the Summary of Behavioral Objectives, Appendix E, page E-17. In completing this summary table, use the following definitions:

Current Performance Level:	The current level of performance as indicated by the assessment.
Terminal Performance Level:	The ultimate, or target, level of performance required.
Enabling Performance Level:	The interim level of performance required to gradually attain the terminal performance level.

32. For each behavior entered into the Summary of Behavioral Objectives table, select an appropriate strategy to be used to attain the required performance levels; enter this information into the General Service Plan, Appendix E, page E-18.

    Suggestions on selecting the strategies are provided in Section III: Classroom Strategies of this manual (see pages 3-7 to 3-26).

33. For each behavior entered into the General Service Plan, complete a separate Implementation Plan, Appendix E, page E-19.

34. Complete an Environmental Modification Plan, Appendix E, page E-20, based on responses in #14.

35. Has the student been informed of plans to implement the IPP?

    [✓ Yes] No

36. Are the roles and responsibilities of all involved persons clearly stated and understood?

    [✓ Yes] No

37. Have all required Informed Consents for the implementation of the IPP been obtained?

    [✓ Yes] No

Do not implement plan until 35, 36, and 37 are answered affirmatively.

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Summary of Behavioral Objectives

	Whose Behavior?	Current Performance Level	Terminal (Target) Performance Level	Enabling (Interim) Performance Level
Behavior to be Increased	Sam's	Average length of time initially working on task prior to requesting assistance = 4.5 minutes (average time allotted for total task = 18 minutes) (Classroom task)	Average length of time initially working on task prior to requesting assistance will increase to 9 minutes in the classroom.	Sam will be required to attempt at least one alternative solution prior to requesting and receiving assistance.
	Beth Teacher	Engages Sam in facilitative problem solving on 26% of occasions when assistance is requested during classroom assignments.	Will increase facilitative problem solving approach to 80% when assistance is requested during classroom assignments.	Will request Sam to identify the problem and suggest at least one alternative solution on 80% of occasions when assistance is requested. Will praise Sam's attempt at alternative even if incorrect.
	Mother	Accepts (i.e., gives specific positive feedback) Sam's academic performance on few (estimated 25%) occasions when work brought home.	Will provide specific positive feedback for academic performance on 100% of occasions when he brings completed work home.	Will increase spontaneous praise and specific positive feedback for science and Cub work.
Behavior to be Decreased	Sam	Makes an average of 10 deprecatory remarks about his father per week at school and at home combined. He responds to questions about these remarks 0% of the time.	Will decrease the number of deprecatory remarks about his father to an average of 1 per week.	Will spend one-half hour per week with Paula Psychologist learning to express and explore his feelings about his father.
	Beth Teacher	Sam currently spends an average of 150 minutes per week helping the teacher with classroom organization and clean-ups.	Sam will spend a maximum of 20 minutes per week helping the teacher with classroom organization and clean-up.	Beth Teacher will establish schedule for all interested students to equally participate in classroom organization and clean-up.
	Mother	Mother states that she is to blame for Sam's recent increase of negative behavior and unacceptable performance.	Mother will decrease her statements of guilt and sole responsibility for Sam's negative behavior and unacceptable performance.	Mother will be encouraged to seek personal counselling (e.g., through Alberta Mental Health Services).
	Sam	If first request for teacher assistance is not met within 30 seconds, Sam disrupts class 100% of occasions.	Sam will learn to wait quietly without disrupting other students or repeating request for assistance once request has been made on 100% occasions.	Sam will be taught a special signal to use to request assistance, as well as taught to recognize Beth Teacher's acknowledgement of Sam's request.

(N.B. A second sheet would be required to complete this summary based on information gathered via Sam's assessment)

General Service Plan

Additional sheets might be required depending on the nature and extent of the plan for student.

Student Name: ____________ **Date of Birth:** ____________ **Age:** ______ **Grade:** ______

Behavior	Strategy	Person Responsible	Start Date	Review Date	Comment on Behavior Change
Sam's working initially without assistance	Facilitative problem solving plus positive reinforcement to be monitored by Bob Behavioral Aide	Beth Teacher Bob Behavioral Aide	Feb. 4/85	Feb. 8/85 Feb. 15/85 Feb. 22/85 Mar. 1/85	Aug. time increased to 6.2 minutes Aug. time increased to 7.1 minutes (to be documented on Feb. 22/85) (to be documented on Mar. 1/85)
Beth Teacher's facilitative problem solving with Sam	Study Handbook and consult with Paula Psychologist to be monitored by Bob	Beth Teacher Paula Psychologist Bob Behavioral Aide	Feb. 4/85	Feb. 8/85 Feb. 15/85	60% use of strategy with Sam 85% use of strategy with Sam - also observed to use strategy with other students at rate of 75%
Mother's acceptance (positive feedback for Sam's performance)	Positive reinforcement plus specific feedback — Beth Teacher to instruct mother on procedure and recording	Mother Beth Teacher	Feb. 4/85	Feb. 8/85 Feb. 15/85 Feb. 22/85 May 1/85	Increased from 25% (estimated) to 27% Increased to 47% (to be documented on Feb. 22/85) (to be documented on May 1/85)
Sam's deprecatory remarks about father	Planned ignoring counselling with Paula Psychologist	Beth Teacher Mother Paula Psychologist	Feb. 4/85	Feb. 15/85 Feb. 22/85 Mar. 1/85	Total remarks increased to 19/week (15 deprecatory, 3 neutral, 1 positive) (to be documented Feb. 22/85) (to be documented Mar. 1/85)
Sam's helping teacher	Class schedule Differential reinforcement (for spending more time with peers) Antiseptic Bouncing	Beth Teacher	Feb. 11/85	Feb. 15/85 Feb. 22/85	Time spent helping teacher decreased to 20 min./week via schedule — Sam's requests to help teacher increased in both intensity and frequency — will try one more week to determine impact of strategy (to be documented Feb. 22/85)

(N.B. A second sheet would be required to complete this plan based on Summary of Behavioral Objectives.)

Person Completing This Plan: ____________ **Date Plan Written:** ____________

Parent(s)/Guardian(s): ____________ **Principal:** ____________

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Implementation Plan

Student Name: Sam Student **Person Implementing Plan:** Beth Teacher

Behavior: Sam's working initially without assistance (see #1 on General Service Plan)

Performance Level at Start: (1) Average time working initially without assistance = 4.5 minutes

(2) Facilitative problem-solving used by Beth Teacher 26% of occasions

Performance Level at Review:

Behavioral Objective	Specific Strategy	Evaluation Strategy	Results
1) Average length of time (Sam) initially working on task prior to requesting assistance will increase from 4.5 minutes to 9 minutes (in classroom) 2) Beth Teacher will increase facilitative problem-solving approach to 80% when assistance is requested during classroom assignment	Start Date: Feb. 4, 1985 1) Sam will be told that when he first feels the need to request assistance from the teacher, he will have to try at least one alternative solution before he asks for assistance 2) After he has tried the alternative solution, and if he still needs assistance, he will be told to put up his blue flag 3) Beth Teacher will then point to him and nod her head, meaning she will be with him as soon as possible 4) When Beth Teacher goes to him, she will use a facilitative problem-solving approach	Bob Behavioral Aide will observe and measure: 1) Duration and initial working independently by Sam 2) Proper use of flag 3) Waiting for assistance behavior 4) Beth Teacher's use of facilitative problem-solving 5) Number of times assistance is requested/day	Review Date: Feb. 15, 1985 1) Aug. length of time increased from 4.5 min. to 7.1 min. 2) Flag used properly on 78% of occasions (Sam called out on 22% occasions) 3) When flag used, Sam sat quietly on 12% of occasions 4) Beth Teacher's use of facilitative problem-solving increased from 26% to 85% with Sam and 75% with other students (no baseline data available)
Materials/Resources Required: Behavioral Aide to observe and measure behavior. Stop watch. Chart for recording behavior frequencies (of Sam and of Beth Teacher).			

Has the Terminal Performance Level been attained?

Yes [✓ No]

Will the same strategy be continued?

[✓ Yes] No

Will a different strategy be implemented?

Yes [✓ No]

Are any changes in Terminal or Enabling Performance Levels (#31) required?

Yes [✓ No]

Modify behavioral objectives and general service plan as required before proceeding with implementation.

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Environmental Modification Plan

Environment	Changes to be Made	Date Change to be Completed	Person Responsible for Change
1) Beth Teacher's Classroom	a) B. Teacher's class of 27 students will be moved to a larger room (Room #8, Don Teacher's). D. Teacher's class of 14. b) Rules will be rewritten and posted on front bulletin board, each student will be given a copy. c) Schedule for helping the teacher will be established and posted.	a) Jan. 2, 1985 b) Dec. 3, 1984 c) Feb. 11, 1985	a) Peter Principal to coordinate b) Beth Teacher c) Beth Teacher
2) Recess	a) "No Fighting" rule will be posted at exit door to playground. b) Definition of fighting to be discussed and agreed on at staff meeting. c) Supervision will be increased by one extra staff per recess.	a) Dec. 10, 1984 b) Dec. 7, 1984 c) Dec. 10, 1984	a) Peter Principal b) P. Principal and staff c) P. Principal to circulate new schedule
3) Gym	a) As much equipment as possible will be stored behind the stage when not in use. b) Basic routines for use of gym will be established at staff meeting.	a) Dec. 17, 1984 b) Dec. 7, 1984	a) Chuck Custodian and teachers who use equipment. (8th grade students to help in initial organization. b) P. Principal and staff
4) Home	a) Sam's mother will be encouraged to seek additional living subsidy in order to move to larger apartment. b) Suggestions will be given to Sam's mother for additional activities for sons. c) Suggestions re: discipline will be given to mother.	a) Dec. 7, 1984 b) Dec. 14, 1984 c) Dec. 14, 1984	a) Paula Psychologist b) P. Psychologist, Olga Occupational Therapist, and Beth Teacher c) P. Psychologist and Beth Teacher
5) Sunday School/ Cubs	a) Sam's mother will be encouraged to approach the church and Cub leaders regarding the organization of space and supervision.	a) Dec. 14, 1984	a) P. Psychologist and Beth Teacher

Writing Behavioral Objectives

Simply stated, behavioral objectives are goal statements. That is, a behavioral objective describes the observable, measurable behaviors a student will demonstrate at the end of an instructional unit or program. Terminal behavioral objectives describe the ultimate or long-term goals of a program while enabling (or interim) behavioral objectives describe short-term goals which will successfively approximate or facilitate the attainment of the terminal objectives. All objectives, whether terminal or enabling, should include explicit statements about (a) a student's performance, (b) the conditions under which the student performs, (c) the standards of performance to be achieved, and (d) timelines.

The key to writing good behavioral objectives is to describe the goal of the program in such a manner that performance of the student can be observed and measured by different persons, with the results being identical or very similar. When writing behavioral objectives, the following points may be helpful in terms of the three major components of an objective:

1. **Performance:**
   State the actual, observable behavior(s); describe what the student does or does not do in terms which minimize possible confusion and/or subjective interpretation. Avoid subjective terms such as angry, depressed, frustrated, aggressive, withdrawn, etc. Instead, use objective descriptions such as hitting his desk with his fist; turning her head sideways and looking downward; saying 'I can't do this; I'm really stupid!'; striking other students with his elbow as he walks past them in the hallway.
2. **Conditions:**
   State the actual, concrete conditions under which the student performs or is to perform. Instead of writing "While working independently," write "While sitting at her desk doing her math worksheet with no teacher assistance." Stating the conditions is essentially stating the specifics of the situation in terms of time, place, and other persons involved.
3. **Standards:**
   State the actual, measurable criteria for performance. Often, standards are expressed by stating the direction of change (decrease, increase, or maintain) as well as indicating the degree of change via a "from-to" statement (e.g., from 20 times per minute to 5 times per minute; from 2 minutes to 25 minutes).
4. **Timelines:**
   State the actual date(s) by which the objective is expected to have been met. In setting timelines it will be necessary to be both realistic and flexible. The timelines which are set automatically become the review dates for evaluation purposes.

Examples:

1. **Vague Goal:** Carol will learn to work independently.

Terminal Objective: *By December 15 Carol will increase the number of math problems she completes without assistance from two to 25 during the 15 minute daily math worksheet period.*

Enabling Objective: *By November 15 Carol will increase the number of math problems she completes without assistance from two to 10 during the 15 minute daily math worksheet period.*

2. Vague Goal: George will stop being aggressive to other students.

Terminal Objective: *By December 15 George will decrease the number of times he hits (i.e., strikes in the back with a closed fist) other students during recess from 15 to zero times per day.*

Enabling Objective: *By November 15 George will increase the number of times he says 'Excuse me, please' to other students when he needs to walk or run past them from zero to 15 times per day.*

Task Analysis

Task analysis involves analyzing a behavioral objective to determine what sub-skills will enable the student to proceed from his or her current level of performance to the performance criteria set by the terminal objective. The purpose of task analysis is to isolate the enabling skills so that they may be arranged into an instructional sequence to facilitate attainment of the behavioral objective. In performing a task analysis, the following steps should be followed.

1. Review the development literature and existing instructional programs to determine whether a task analysis is already available for the target behavior. For example, if a seven-year-old student has a temper tantrum each time an attempt to tie a shoe is unsuccessful, then teaching the necessary skills required for successfully tying shoes may be the most appropriate strategy to eliminate temper tantrums. An existing instructional sequence for shoe tying may be available in the school jurisdiction's resource library. If an existing sequence is not available, one must be developed by breaking the total task down into its component parts (steps 2, 3, and 4 below).
2. Think through the total task in detail, noting and documenting the discrete, specific steps involved. It is often helpful to perform the complete task, as well as observe students who perform the task successfully while conducting this step.
3. Once the enabling steps have been identified, consider the possibility of alternative methods of performance. Are there particular difficulties which could be avoided by either modifying or eliminating some step(s)? Are there unnecessary or redundant steps which can be eliminated? The objective of this step is to determine the simplest manner of performing the total task or the method with the least number of steps and the fewest and easiest skills.
4. Sequence the component tasks into an instructional program. Usually, tasks are taught from beginning-to-end, with prerequisite skills taught first. Sometimes, however, a particular component may represent a stumbling block due to its relative difficulty. In this case, it may be desirable to teach the more difficult task first; then, when these skills are well established, reintroduce them into the complete sequence.
5. When teaching the complete sequence, modelling, prompting, and reinforcement of each successive step is advised in order to facilitate learning by the student.

Example:

In the case of Danny (see page 2-3), his teacher wants to teach him to self-initiate going to an activity centre when he completes his worksheets. With some "Dannys," the teacher could simply tell him to do this and he would be successful immediately. With other Dannys, however, the task of getting to an activity centre successfully may be relatively monumental. In such an instance, a task analysis might look something like the following:

1. Danny completes the last problem on his worksheet. (Note: This represents Danny's prerequisite skills; he is successful to this point in the entire sequence of completing his work and going to an activity centre on his own.)
2. Danny is to close his math book and place it in his desk.
3. Danny is to place his pencil in his desk.
4. Danny is to get out of his chair and quietly push it back into place against his desk. (Note: This could be two separate steps depending on Danny's present performance.)
5. Danny is to take his worksheet, walk to the teacher's desk without touching other students, bumping into their desks, or talking to them.
6. Danny is to place his worksheet in the centre of the teacher's desk top, turn away from the teacher's desk and stand at the side of the desk looking toward the various activity centres.
7. Within 30 seconds, Danny is to decide which activity centre to go to.
8. Danny is to walk to his chosen centre without touching other students, bumping into their seats, or talking to them.
9. Danny is to remain at his chosen activity centre until the teacher announces to the students that it is time to return to their desks to start the next lesson.

Assessment Techniques

Assessment Technique:	STANDARDIZED TESTING
Definition:	A variety of structured and formalized tests for which normative data and/or interpretive profiles are available.

Instructions:

For the purposes of this manual, standardized tests refer to two types of measurement tools.

1. Those tests which have been given to a large enough sample of students so that the results obtained by any one student can be statistically compared with the expected results for all students of the same age, or grade level (e.g., tests of intelligence such as the Stanford-Binet). The statistical comparison yields a score (e.g., Intelligence Quotient or IQ) which indicates to what degree the particular student's score approximates the normally expected score for any student of that age.
2. Those tests for which there are specific procedures for testing, as well as for interpreting test results. Projective tests of personality would fall into this category.

Standardized tests are available for use to assess students from many perspectives (intellectual aptitude and educational achievement; personality and emotional development; social maturity). Most of these assessment tools require the training and expertise of a specialist to administer, score, and interpret.

The teacher should be aware that these tools are available and that they can be extremely useful if properly administered and interpreted. The teacher should consult appropriate resource personnel as to whether standardized testing would be required/advisable in a particular situation. Depending on the school jurisdiction, informed parental consent may be required to conduct testing.

Assessment Technique:	BEHAVIORAL CHECKLISTS AND RATING SCALES
Specific Technique:	Published Checklists and Rating Scales

Behavioral checklists and rating scales can be very useful instruments both in identifying and assessing behavior disorders. Many are designed to allow the assessment and rating of a student's behavior either by the teacher or the student. Instruments are available for students to rate teachers and for teachers to rate themselves.

Two resource books by Borich and Madden, 1977; and Johnson and Bommarito, 1971, describe a large number of available instruments, comment on their use, and provide samples of the items. Additional listings may be found in Mitchell (1983), although little detail as to the individual test's contents is provided. Any of these three references provides information as to where the test may be obtained if copies are not available through the jurisdiction.

To illustrate the design and intent of checklists and rating scales, the following summaries are provided.

1. *Behavior Checklist* (Rubin, Simon and Betwee, 1966)

The Behavior Checklist is a 39 item instrument on which the teacher reports characteristic behaviors exhibited by a student in the classroom. The teacher simply puts one check mark beside those items which are typical of the student, and two check marks beside those items which are very common to the student. A total score consists of the total number of checkmarks. As well as a total score, seven separate scale scores can also be obtained based on the responses to the 39 items. These scales are labelled: (1) Disorientation and Maladaption to the Environment; (2) Antisocial Behavior; (3) Unassertive, Overconforming Behavior; (4) Neglect; (5) Infantile Behavior; (6) Immature Social Behavior; and (7) Irresponsible Behavior. Here are some sample items.

- Makes peculiar noises
- Considered a loner in class
- Frequently sick
- Reacts badly to criticism
- Will not share or "take turns"
- Is aggressive in a roundabout way
- Tends toward primitive anger, tantrums, or wild damage

2. *The Piers-Harris Children's Self Concept Scale* (Piers and Harris, 1969)

This 80 item questionnaire is designed to measure students' concerns and feelings about themselves. It may be used with students in grades three to twelve. The student is asked to respond to each item with a yes if the statement is true of him or her, and with a no if the statement is not true of him or her. Items are scored in the direction of a positive self-concept as per instructions in the test manual. The Piers-Harris can be administered to a group in approximately 15-20 minutes. Younger students will likely require additional instruction and assistance to avoid problems due to reading difficulties. Here are some samples.

- I get sick a lot
- I have ugly hair
- I am fast at finishing my work
- I have lots of energy

3. *Culture-Free Self-Esteem Inventories* (Battle, 1981)

These self-report inventories have been designed to measure a student's self-esteem. There are three forms available: (a) a children's long form; (b) a children's short form; and (c) an adult form (which is applicable to teachers as well as older students). The children's forms include subscales of General self-esteem, Social/peer-related self-esteem, Academics/school-related self-esteem, Parents/home-related self-esteem, and a Lie subscale to indicate defensiveness. The adult form includes subscales of General self-esteem, Social self-esteem, Personal self-esteem, and a Lie subscale. The person completing the form simply checks either yes or no to each item. A scoring key and norms are available. Here are some samples.

Children's Form

- I spend a lot of time daydreaming
- I have lots of fun with my mother
- I have very little trust in myself
- Most boys and girls are smarter than I am

Adult Form

- Do you have only a few friends?
- Do you feel you are as important as most people?
- Are your feelings easily hurt?
- Are you as happy as most people?
- Do you worry a lot?

Assessment Technique: BEHAVIORAL CHECKLISTS AND RATING SCALES

Specific Technique: Informal Checklists and Rating Scales

Definition: Checklists or Rating Scales constructed by the teacher to more specifically reflect the situation at hand regarding a particular student.

Instructions:

1. Develop 20-30 items which describe a variety of behaviors characteristic of the student's situation, including both positive and negative items.
2. Define a scoring system to be used with all items. Here are some common examples.
   a. True/False — i.e., Does the item describe the student's behavior?
   b. Never/Sometimes/Frequently — i.e., How often does the student demonstrate the behavior described by the particular item?
   c. Very Much Like The Student/Like The Student/Not Much Like The Student — i.e., How well does the item describe the particular student?
3. Complete the checklist and use information in conjunction with other techniques.

4. Sample items:
   - a. Is easily frustrated
   - b. Reacts negatively to correction
   - c. Cheats
   - d. Swears
   - e. Attends to task
   - f. Completes assignments
   - g. Is physically aggressive to younger children
   - h. Makes self-critical statements

Assessment Technique:	DIRECT OBSERVATION
Specific Technique:	Anecdotal Record
Definition:	Written descriptions of the identified behavior as well as antecedents and consequences.

Instructions:

1. Can be simple or complex depending on time available and training of observer.
2. Simple form: Teacher can write descriptions after class based on memory of events; this has limitations in terms of precision, but may be useful during early identification.
3. Complex form: Trained observer can make continuous recordings of events as they occur using a coded system; this has the advantage of precision, but requires extensive training (see Sulzer and Mayer, 1972).
4. Descriptions used should be precise (write "I said 'Good reading, Gary' " instead of "I praised Gary").
5. Descriptions should be non-judgmental (write "Judy swore and threw her book onto the floor" instead of "Judy got angry" and "Judy had a temper tantrum").
6. Include specific descriptions of the conditions under which the behavior occurs (who was present, time, place, nature of the task or activity).
7. Use a format similar to the one below.

Anecdotal Record

Student ______________________ **Observer** ______________________ **Date** __________

Location ______________________________ **Primary Activity** ______________________

Time	**Antecedent**	**Behavior**	**Consequence**

Assessment Technique: DIRECT OBSERVATION

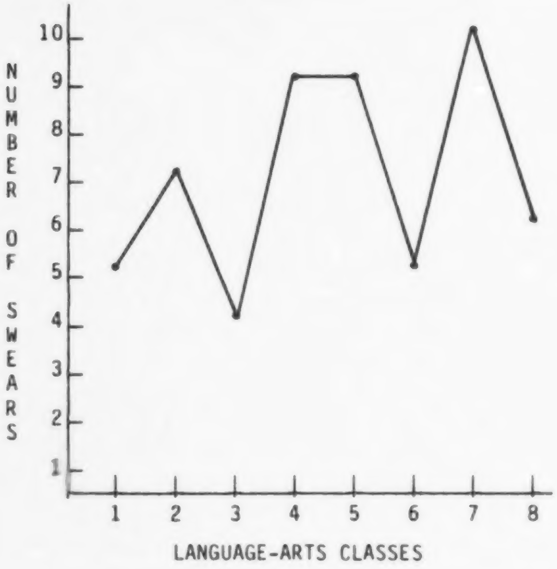
Specific Technique: Event Recording

Definition: A record of the number of times a defined behavior occurs; a frequency count.

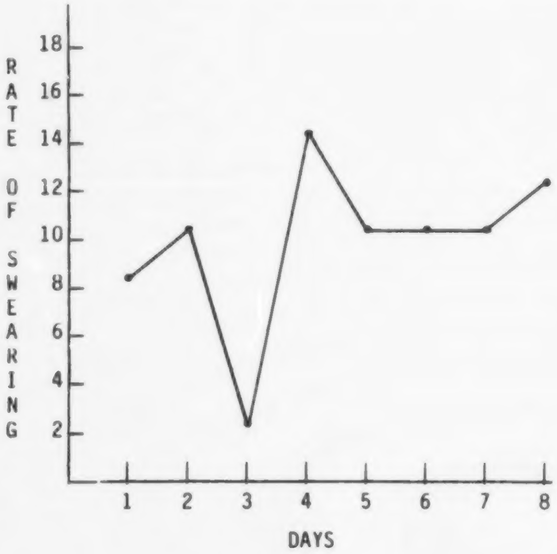
Instructions:

1. Define the behavior(s) to be counted in precise and descriptive terms (instead of "Bob is not paying attention" use "Bob is looking out the window"). Define the behavior so that another observer could count the exact same behaviors independently.
2. Decide on a method to keep a count of the behavior (check marks on a slip of paper, use a hand-held counter).
3. Define the observation period (the morning, during Language-Arts class, during recess, etc.). If observation periods are of unequal lengths, convert results to rate by dividing the frequency by the length of the observation period before comparing results based on different observation periods.
4. Record each instance of the behavior.
5. Results may be graphed as follows.

a. Sample Frequency Count



b. Rate of Behavior



Assessment Technique: DIRECT OBSERVATION

Specific Technique: Duration Recording

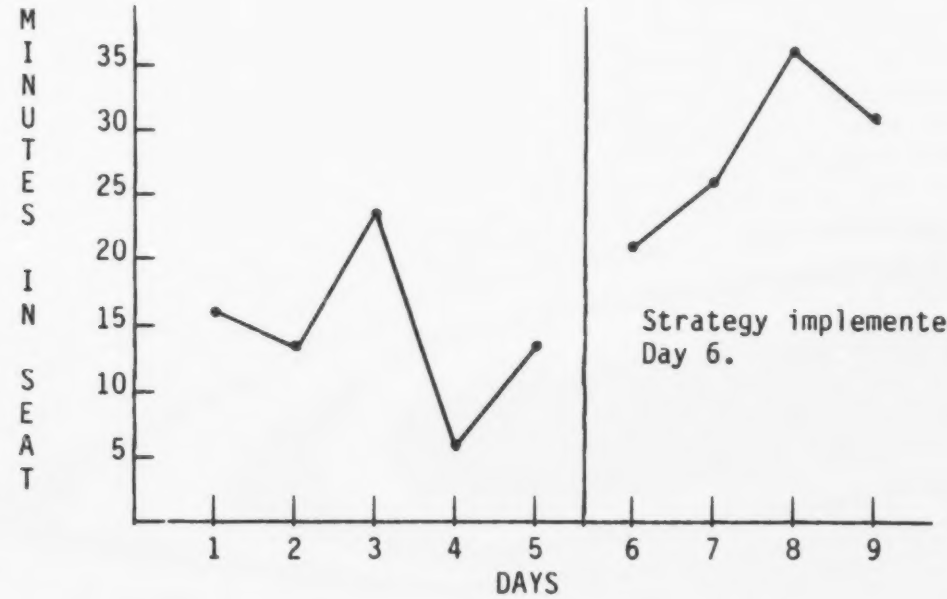
Definition: A method to measure how long a behavior lasts.

Instructions:

1. Define the behavior in precise and descriptive terms.
2. Decide on a method to time the behavior. For relatively short-duration behaviors, a stop watch will be necessary. For longer behaviors, the classroom clock or a regular watch may suffice.
3. Time each occurrence of the behavior from the point at which it starts to the point at which it stops.
4. Example:

Carol often gets out of her desk at inappropriate times and wanders about the classroom for several minutes before sitting back down. The teacher is most concerned about the length of time Carol spends out of her seat on each occurrence, and less concerned initially about the number of times Carol gets up inappropriately. What the teacher would like to do to correct this problem is to increase the amount of time Carol is in her seat through the use of positive reinforcement. Before implementing the strategy, the teacher measures the duration of Carol's in-seat behavior for one week. The teacher then implements the strategy the following week and continues measuring Carol's in-seat behavior to determine the impact of the strategy (evaluation of the strategy). A graph of Carol's behavior would look like the following.

In-Seat Behavior



Strategy implemented on Day 6.

Assessment Technique: DIRECT OBSERVATION

Specific Technique: Interval Recording

Definition: A method to measure behavior that does not have clear beginnings or endings (e.g., on-task behavior) at specific points in time rather than continuously as in event or duration recording.

Instructions:

1. Define the behavior in precise and descriptive terms.
2. Divide the observation period (Language-Arts class, morning, entire school day) into short, equal intervals usually from 10 seconds to two minutes long. If the intervals are to be longer, the assistance of a behavioral aide or other observer may be required to record the behavior.
3. Once per interval record whether or not the behavior occurred.
4. Example:
   Gabe is a distractible nine-year-old boy who has difficulty maintaining on-task behavior (e.g., doing math worksheets) during the first 30 minutes after lunch. The teacher decides to do an interval recording and divides the 30 minutes into 15 intervals of two minutes each, setting up an observation form:

Start @ 12:30 PM

1 ✓	2 ✓	3	4	5 ✓
6	7	8 ✓	9	10 ✓
11 ✓	12 ✓	13	14	15 ✓

Finish @ 1:00 PM

The check marks represent the teacher's observation that for those intervals checked, Gabe was on-task when observed. The information obtained from this observation period is:

a. Gabe was on-task 50% of the time (8 of 15 intervals);
b. Gabe was on-task for 16 minutes (8 intervals of 2 minutes each);
c. Gabe was off-task four times (intervals 3-4, 6-7, 9, 13-14).

These results could be graphed as in the Event or Duration examples.

Assessment Technique: DIRECT OBSERVATION

Specific Technique: Time Sampling

Definition: A method to obtain a representative sample of high frequency behavior measurements.

Instructions:

1. Define behavior in precise and descriptive terms.
2. Divide the observation period (the hour immediately following lunch, the morning, the entire school day) into short, equal intervals — usually from five to 15 minutes each.
3. Decide how many samples will be measured and during which intervals measurements will be taken.
4. Measure behavior during each designated interval either by Event Recording and Interval Recording techniques.
5. Results may be graphed as in Event or Duration examples.
6. **NOTE:** Time sampling is a highly structured technique, requiring a great amount of precision in its design and implementation. Assistance will be required to record the behavior accurately.

Assessment Technique: DIRECT OBSERVATION

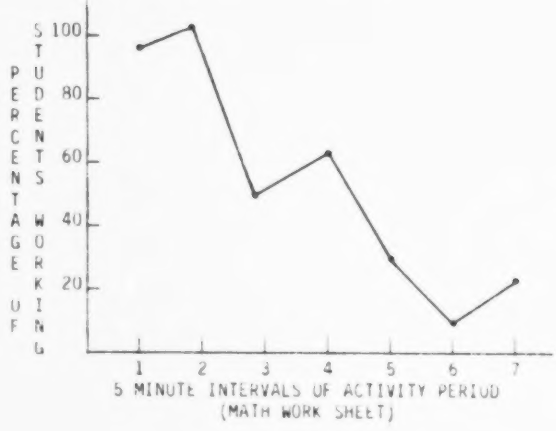
Specific Technique: Planned Activity Check

Definition: A method to measure the behavior of groups of students during a period of planned activity.

Instructions:

1. Define the behavior in precise and descriptive terms.
2. Define the observation period and divide this period into short, equal length intervals (usually from two to 10 minutes).
3. At the end of each interval, count the number of students engaged in the behavior.
4. Divide the number of students engaged in the behavior by the total number of students in the group to obtain the percentage of students engaged in the behavior for each interval.
5. Example:

   Mrs. Edison is concerned about the behavior of her class during the 35 minute period set aside for independent work on math worksheets. It appears to her that the students work fairly well initially, but then start talking to one another and generally become distractible and distracting to others. She wonders if perhaps 35 minutes is too long a time for the activity and decides to do an activity check to see how many students are actually working throughout the period. She divides the period into seven five-minute intervals and after each five minutes is up, counts the number of students actually working on their worksheets. She does the Planned Activity Check for five consecutive days, and graphs her results:



Based on her results, Mrs. Edison decides to reduce the length of the activity period while, at the same time, extending the length of the following period (Activity Centres). Students are told that they may go to an activity centre as soon as their work is completed accurately.

Assessment Technique: DIRECT OBSERVATION

Specific Technique: Video Audio Recording

The use of video and or audio equipment can be very useful when assessing or reassessing behavior, particularly in those situations where it is not practical to do on-the-spot measurement or where behaviors are difficult to measure for a variety of reasons. While the use of such equipment may raise some practical concerns, it is well worth the extra effort and time. Not only are video and or audio tapes a relatively permanent record of behavior, they allow for repeated reviews of the same situation, particularly in terms of comparing samples of behavior over time. As with any other record of student performance, video and audio tapes should be kept confidential. Depending on the school jurisdiction, informed consent may be required for their use. Some situations where video and or audio recordings may be most useful follow.

1. If the teacher cannot measure a particular behavior due to other responsibilities, and if an aide is not available to do the recording, a video tape could be made and the observations done at a later time. This would also allow for increased accuracy in recording behavior since the tape could be repeated at will.
2. Often, an observer may be attending to one particular student or one particular behavior in such a way that other significant behaviors of the student or others go unnoticed. Having a video tape available may help the teacher/observer notice other important events.
3. Teachers may wish to observe their own behavior and how it may be related to the behavior disorder. A video tape would allow the teacher to fulfill classroom responsibilities without the distraction of having to count or time his or her own behavior. Without such a distraction, teacher behavior will likely be more natural as well.
4. A video tape would also be an extremely useful method for the teacher to analyze the behavior disorder in terms of its context; it would be an accurate and descriptive record of not only the behavior, but of the antecedents and consequences as well. In this way, the video tape could be used in designing an effective corrective strategy.
5. A video and/or audio recording could also be used to share information with others. Often a teacher experiences a problem with a student but has difficulty communicating the problem to others due simply to the fact that the others were not present to directly observe the behavior themselves. Again, a video and/or audio tape would allow for joint observation of the same situation. This use of recordings may be particularly effective when conferencing with parents or the student.

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Section III: Classroom Strategies

Preface

The primary objective of Section III is to outline a number of preventive and corrective strategies which can be used in the classroom, and to advise on the selection of the most appropriate strategy for the identified behavior disorder. To meet this objective, Section III is organized into four parts: (1) Prevention Strategies; (2) Strategies for Mild Behavior Disorders; (3) Strategies for Severe Behavior Disorders; and (4) Suggestions for Strategy Selection.

The preventive strategies outlined are of two kinds. First, many of them can be incorporated into the teacher's natural style in the classroom in an unstructured fashion, while others are specific types of structured activities the teacher can use to develop the coping and problem-solving skills of the students. The strategies suggested for mild behavior disorders can also, to a large extent, be used naturally by the teacher, but are more likely to be focused on specific behaviors of specific students. The strategies for severe behavior disorders are those which are highly structured in their application, require documentation, and in some instances involve aversive consequences for inappropriate behavior. Finally, in those instances where the behavior disorder is rated as moderate, the teacher (and others) will have to use his or her judgement in selecting the most appropriate strategy (or strategies) from those presented for both mild and severe behavior disorders.

The suggestions for selecting a strategy (pages 3-31 to 3-33) are intended to help the teacher and others develop a corrective program with the maximum chance of success. Caution should be exercised to ensure that the choice of strategy is consistent with jurisdictional policy, regulations, and guidelines.

The strategies and techniques presented in this manual are derived from a number of different theoretical perspectives on human behavior: for example, behaviorism, psychodynamics. In most instances, the differences in theoretical perspective will not create major problems in the practical application of a variety of techniques for the same behavior disorder situation. In fact, many professionals prefer an eclectic approach: that is, using a variety of techniques based on their practical merit. However, there are situations where mixing techniques would be inappropriate. For example, if a student's behavior is to be ignored (Extinction), an occurrence of that behavior should not prompt the teacher to immediately engage that student in a Life-Space interview, since such action would defeat the purpose of extinction procedures. In general, consistency in approach from a theoretical perspective is more important as the severity of the behavior disorder and the degree of structure of the intervention program increases.

Prevention

Undoubtedly the best approach to behavior disorders in the school is to prevent them from occurring in the first place. This may be easier said than done, but the fact remains that teachers can take many positive steps during the course of their natural activities which can help themselves and their students avoid the costly disruptions brought on by behavior problems. The objective of this section is to define what is meant by "prevention," to provide a framework for preventive strategies, and to indicate specific techniques teachers can use in their classrooms.

The term prevention can be confusing in that it is used to denote many different concepts and strategies. A generally accepted clarification was first made by Caplan (1961) who defined three qualitatively different preventive strategies: primary, secondary, and tertiary. Tertiary prevention refers to strategies aimed at reducing the residual effects of a chronic or long-term disorder. Secondary prevention involves the identification of disorders as well as strategies to keep these disorders from escalating to more severe and disruptive levels. Both tertiary and secondary prevention address disorders that already exist. Primary prevention, which this section deals with, aims to reduce the number of new instances of behavior disorder.

The likelihood that a behavior disorder will occur may be viewed as the combined influence of several negative and positive factors. Negative factors which increase a student's risk for a behavior disorder are:

1. genetic, biological, and physical abnormalities or injuries
2. life crisis events (e.g., death in the family, separation/divorce of parents)
3. environmental stress (situations or conditions for which the student does not have an automatic response available — see following examples of school related hazards)

Positive factors which decrease a student's risk for a behavior disorder include:

1. the existence of healthy support systems (e.g., family, peers)
2. social competency (e.g., problem-solving skills, interpersonal skills)

There are two basic approaches that teachers can use in the classroom to reduce the incidence of behavior disorders. First, teachers can reduce the stresses which may precipitate a behavior disorder. A teacher who establishes a number of classroom routines to increase predictability and clarity of expectations is reducing potential stress and, therefore, engaging in primary prevention. The second approach teachers can take is to increase the students' abilities to deal more effectively with problem situations. For example, the teacher who holds classroom meetings to facilitate students solving their own problems is teaching students how to problem-solve. This promotes the students' ability and competence to deal with other problems in the future.

As can be seen from these examples, the focus of primary prevention is on the antecedents of behavior. Students who are vulnerable to behavior disorders (students who are most susceptible to stress or who have weaker coping skills) are particularly vulnerable to a number of hazards in the classroom environment. The following conditions and situations represent the most significant risks for students in terms of increasing the chances of behavior disorders occurring:

1. Unstructured activities
2. Transition times between activities or classes
3. Inconsistent use of rewards or punishments by teachers
4. Frustrating or boring academic tasks
5. Competitive games and/or activities
6. Unpredictable teacher reactions
7. Unclear expectations
8. Highly stimulating environments and activities
9. Delays and interruptions in classroom routines or activities

The teacher who structures his or her classroom and instructional environment to avoid or reduce these hazards will have taken a large step towards preventing an increase in behavior disorders.

The remainder of this section is devoted to the presentation of a number of techniques which the teacher can use to effectively prevent behavior disorders. Aside from these, it should also be emphasized that many of the strategies presented in the section on mild behavior disorders can also be used in a general fashion in the classroom to help prevent behavior problems from occurring or escalating. Of particular note are Redl and Wineman's (1957) strategies for managing surface behaviors (see page 3-8), class meetings (see page 3-14), and positive reinforcement (see page 3-21).

Classroom Strategy:	PRIMARY PREVENTION THROUGH STRESS REDUCTION
Definition:	A number of techniques to reduce or eliminate the amount of stress that students are exposed to in the classroom environment.

Instructions:

1. Physically arrange the classroom to fit instructional objectives. A classroom that is unkept and disorganized will not only demand more frequent periods of delay and interruption while materials are found or re-organized for each activity, but will also convey a message to the students about the teacher's expectations. If the teacher expects the students to be organized and tidy, then the teacher should provide an appropriate role model through the organization of the classroom.

   Spaces within the classroom can also influence the behavior of students. A reading centre with books readily accessible and comfortable chairs or cushions is more likely to promote quiet, relaxed reading behavior. Similarly, if a centre is to promote sharing and cooperation, tables and chairs should be placed in a way which would promote social interaction (e.g., facing each other across a narrow table; around a small circular table).

   For the interested reader, a number of actual classroom designs are available in the literature and any or all may be helpful in terms of providing further examples and suggestions. The reader is referred to Hewett and Taylor (1980), Gallagher (1979, and Stephens, Hartman, and Lucas (1978) for floorplans.

2. Plan interesting, appealing, and appropriate work for all students. If students are frustrated or bored with their work, they are easily distracted, and often seek ways of avoiding their tasks. In many instances, their distractions and avoidances take the form of inappropriate behavior, thereby creating a difficult situation for the teacher and other students. Using various techniques to teach difficult or less interesting topics may help prevent these problems. It is critical that expectations be realistic in terms of the students' abilities. The teacher may want to teach more appropriate methods of signalling for help to students who experience difficulty. For example, students could be given a number of different colored flags, and could place one into a holder on their desk to signal for particular assistance (e.g., blue = "I don't know what to do next."). The teacher could then acknowledge the student with a nod, or a wave to signal back, "I know you are having difficulty; I'll be with you next."

3. Maintain predictable schedules so that students can anticipate what comes next. Gallagher (1979) suggests that the following strategies are effective as preventive techniques:
   a. provide each student with a daily schedule
   b. schedule less preferred tasks and activities before more preferred tasks and activities
   c. schedule work that can be finished by the end of the school day or class period
   d. leave some flexibility in the schedule to allow for unforeseen influences
   e. require students to complete one task before starting another

f. provide time reminders ("In five minutes we will come back to our regular seats.")
g. do not assign additional work if tasks are completed ahead of schedule (otherwise the message conveyed is that when work is finished, more is given)
h. plan ahead and anticipate student needs
i. establish expectations in advance, stick to them, and do not introduce unexpected activities
j. include feedback and, where appropriate, evaluative marks with the student's daily schedule
k. provide positive feedback

The objective of these points is not to promote rigidity and regimentation. All of these points can be applied with varying degrees of regimentation, and different classroom settings will require different degrees of application. For example, a special class for behaviorally disturbed students may benefit more from a greater degree of consistency, predictability, and structure than would a regular class. Teachers will have to exercise their own judgement as to how structured their class needs to be to prevent the majority of behavioral problems.

4. Give specific and clear definitions and expectations in behavioral terms. From the student's perspective, there may be a world of difference between the statements "Don't run in the hallways" and "Walk in the hallways." In the first instance, the student is quite justified in skipping, hopping, crawling, or rolling in the hallways since none of these are running.

When correcting or reprimanding a student, always try to also give the student the appropriate standard or behavior. Telling a student to "Stop daydreaming!" is very different from telling the student to "Stop daydreaming and finish your worksheet."

In some instances, telling the students what is expected may not be sufficient, particularly with young students. In such cases the teacher may have to model the appropriate behavior for the students either by demonstrating himself or herself or by pointing out the behavior of appropriately-acting students. This pointing out should only be done as an instructive method; it should **not** be done to directly compare one student's behavior with another student's.

5. Establish clearly defined routines or ways of operating which help the teacher organize and control antecedents of behavior. Routines can help students deal with transition times and unstructured activities, as well as help to avoid squabbles (e.g., who goes first; how many students can use the reading centre at any one time). Routines are different from rules (see next point) in that they are more akin to social habits, while rules are more akin to laws. As such, routines can tolerate exceptions or minor changes much easier than rules.

6. Establish a small number of rules, post them publicly, and enforce them consistently. Rules are for all students and any transgression should be considered a serious offense. It often helps to have the students participate in the setting of rules, as well as in establishing the penalties for transgression. As much as possible, rules should be stated in a positive fashion (e.g., "We walk in the hallways."). In some instances, however, rules may have to be stated in the negative so that they may clearly set out the expectations, particularly for younger students. "We do not hit others." is more appropriate and understandable than "We respect others."

7. Avoid delays and interruptions by having the classroom ready for use when the students arrive. Check and ensure that all necessary equipment and supplies are available and readily accessible. Simple things like ensuring pencils are sharpened can avoid major disruptions of a routine or an activity's momentum.

Classroom Strategy: PRIMARY PREVENTION THROUGH COMPETENCY TRAINING

Definition: A number of techniques to help develop the students' abilities to deal with stressful situations and events.

Instructions:

Through a variety of methods, teachers can help students develop skills and abilities which increase the students' chances of successfully managing stress in difficult situations. These skills range from problem-solving to the clarification of values. The following points illustrate a number of methods teachers can use.

1. The teacher can promote student competency in many ways simply by adopting a teaching style which fosters student independence and self-control. Problem-solving skills are important for the development of these and other traits. Also, teaching students to solve their own problems will reinforce their positive self-concept. While solving a student's problem may be the most expedient route to take in many instances, to do so denies the student the opportunity to assume personal responsibility. One result of this style of teaching is that the student will become dependent on others for external control.

   There are essentially only three tasks involved in problem-solving. First, the problem must be identified in the here-and-now. Emphasis is on the present rather than the past. Once the problem has been identified, alternative solutions need to be generated along with an awareness of what the consequences are for each alternative. Finally, a choice must be made from among the alternatives, again with a clear understanding of the consequences. Following these three basic steps teaches the students three basic skills which, when mastered, will be extremely valuable to them not only in school but throughout their lives:

   a. it teaches students to be objective about their behavior
   b. it teaches students to control the future and predict the consequences of their behavior
   c. it teaches students to make choices and accept responsibility for the consequences of their choices

   Teachers can facilitate the development of problem-solving skills in students by guiding them through these steps, and can also model similar behavior themselves in the classroom.

2. In many instances, questions or comments come up in the classroom about significant "life crisis" events (e.g., death and dying, separation and divorce, punishment for crimes). When events such as these occur in the lives of students, they are frequently not talked about because they are unpleasant. Yet students do not put these events out of their minds except as a means of defense against their own fears and anxieties. The teacher may be in a position to help students explore their feelings and understanding of these events — if they come up in class. Some topics will require a tremendous amount of teacher sensitivity and skill if they are to be dealt with effectively. If a teacher is not confident in his or her own ability to respond and facilitate, the aid of a colleague or a school/community resource person who may have more experience with the topic could be enlisted. The teacher can help the students most by recognizing the topic as legitimate and important, rather than rejecting it as inappropriate for classroom discussion.

3. Instead of waiting for topics to be brought up spontaneously in class, teachers can incorporate specific units into their educational plan to deal with life crisis events, problem-solving, clarification of values, social interaction, etc. (See the next section on Affective Education.) Again, school and community resources may be available to assist the teacher.

Classroom Strategy:	PRIMARY PREVENTION THROUGH AFFECTIVE EDUCATION
Definition:	Structured educational activities to help students develop an awareness and understanding of their emotions, values, and attitudes.

Instructions:

Affective education is not a new concept in education, although it does require considerable skill and sensitivity on the part of the teacher to be effective. Many commercial programs are available today and many of these include detailed instructional programs to prepare teachers for their use. The original sources of each technique are indicated as well and would be valuable for the teacher who wishes to use the technique. A number of techniques are described briefly below. See Paul and Epanchin (1982) for an overview of affective education and Chase (1975) or Morse, Andizzone, Macdonald, and Pasick (1980) for more extensive reviews and suggestions.

1. *Teaching Children Self-Control* (Fagen, Long, and Stevens; 1975)

   The authors define eight core skills which they feel enable the student to control his or her own behavior. They describe each skill, provide their rationale for inclusion of the skill and provide activities and games which can be used to foster the development of the skill. The authors have also developed a Self-Control Behavior Inventory which they claim assesses self-control abilities of the student. There are eight core skills:

   a. Selection: the ability to perceive incoming information accurately
   b. Storage: the ability to retain the information received
   c. Sequencing and ordering: the ability to organize actions on the basis of a planned order
   d. Anticipating consequences: the ability to relate actions to expected outcomes
   e. Appreciating feelings: the ability to identify and constructively use affective experiences
   f. Managing frustration: the ability to cope with external obstacles that produce stress
   g. Inhibition and delay: the ability to postpone or restrain action tendencies
   h. Relaxation: the ability to reduce internal tension

2. *Values Clarification* (Simon, Howe, and Kirschenbaum; 1972)

   In values clarification, the process of valuing rather than actual values are taught to help students develop skills for decision-making about topics such as career choice and social relationships. The authors discuss seven sub-processes in values classification:

   a. Prizing and cherishing
   b. Publicly affirming when appropriate
   c. Choosing after consideration of consequences
   d. Choosing from alternatives
   e. Choosing freely
   f. Acting
   g. Acting with a pattern, consistency, and repetition

   One strategy suggested by the authors is to have the teacher introduce an issue of some controversy, have small groups of students identify five or six possible positions on the issue, and have each student choose a position and write a paragraph to defend it. The opinions are then shared with the group.

3. Bibliotherapy

   Morgan (1976) defines bibliotherapy as "a dynamic, interactive process between reader personality and literature which affects adjustment and growth" (page 39). The reading material must be of a nature as to elicit the student's identification with the situations presented in the story, and follow-up discussion is necessary.

4. *Developing Understanding of Self and Others* (Dinkmeyer, 1970)

   DUSO is a structured affective program which includes the use of puppets for role playing, and stories and records aimed at developing the students' listening, discussion, and inquiry skills related to social-emotional behavior. Some example units have the themes of Understanding and Accepting Self, Understanding Independence, and Understanding Choice and Consequences.

5. See the revised Health Curriculum and Special Education Curricula which cover topics and suggest further resources applicable to this section.

The programs mentioned above represent only a small sample of those available for teachers to use in the classroom. Additional resources are available for other examples and fuller explanations.

Classroom Strategy:	PRIMARY PREVENTION THROUGH TEACHER EFFECTIVENESS TRAINING
Definition:	A number of programs and techniques to help improve teacher effectivenss in working with students.

Instructions:

A number of teacher effectiveness techniques are based on improving communication skills. The four points below illustrate techniques commonly used in the classroom. Specific references are provided for readers who wish to explore these techniques in greater detail.

1. *Passive Listening/Active Listening* (Gordon; 1975)

   Gordon distinguishes between two types of listening. Passive listening includes silent listening with only verbal or non-verbal acknowledgement to continue (nods, smiles, "Uh-huh,") and verbal encouragement to continue, ("That's interesting", "Do you want to tell me more?"). Active listening involves the teacher attempting to decode the student's unique message and provide feedback. For example, a student might make the statement, "There's no way I can tell my parents that I failed the test." In response, the active listening teacher might say, "You're afraid of how they might react?"

   In active listening, the attempt is made to help the students state exactly how they are feeling, what is bothering them, or what they are concerned about. In the example above, a non-facilitating response by the teacher would be, "Of course you can tell your parents; I'm sure they will understand the difficulties you are having!" Perhaps the parents would, yet if the teacher responded in this manner, the student's fears would have been effectively ignored.

2. *I-Messages* (Gordon; 1975)

   Gordon emphasizes that the teacher should determine who "owns" the problem. If the student owns the problem, the teacher should help the student deal with it through passive and active listening. If the teacher owns the problem, Gordon suggests the use of I-Messages to confront the student(s). The I-Message consists of three parts:

   a. a description of what is causing the problem
   b. a description of the tangible effect of the behavior
   c. an identification of the resulting feelings

   An example of an I-Message is as follows: "When you are all talking to one another, I can't give you instructions. This upsets me, especially since we have to finish these worksheets before going to activity centres."

3. *Roadblocks To Effective Communication* (Gordon; 1975)

   Gordon identifies what he refers to as the "Dirty Dozen," 12 ways of interacting with students which inhibit two-way communication, particularly when the student "owns" the problem. Some of these roadblocks are quite obvious (warning or threatening) while some are more subtle. For example, praising, agreeing, and giving positive evaluations can inhibit two-way communication if the student (1) does not agree with the teacher's evaluation, or (2) if the student perceives them as cajoling. The remaining 10 potential roadblocks are;

   a. ordering, commanding, directing
   b. moralizing, preaching, giving "shoulds" and "oughts"
   c. advising, offering solutions or suggestions
   d. teaching, lecturing, giving logical arguments
   e. judging, criticizing, disagreeing, blaming
   f. name-calling, stereotyping, labelling
   g. interpreting, analyzing, diagnosing

h. reassuring, sympathizing, consoling, supporting
i. questioning, probing, interrogating, cross-examining
j. withdrawing, distracting, being sarcastic, humoring

Because of the many subtleties involved, the reader is strongly advised to read Gordon's work in the original.

4. *Congruent Communication* (Ginott; 1972)

   The objective of congruent communication is to convey to the student the message "I like you but I don't like what you are doing." Congruent messages avoid attacking the student; they are intended to demonstrate personal support and acceptance while clearly failing to condone the particular behavior. Congruent communication conveys a very different message to the student than non-congruent communication; in all likelihood, the student will respond differently to each style. For example, consider the different student responses (either overt behaviors or feelings) in the following two communications.

   a. **Non-congruent:**
   "Ralph, you're a very bad boy to hit Mary like you did!"

   b. **Congruent:**
   "Ralph, hitting is a very bad thing to do. You must have been very upset with Mary?"

5. The techniques for effective communication outlined above can obviously be used quite naturally by the teacher. As well, they are very important when using a technique such as the Life-Space Interview (see page 3-11). While they will require practice, the teacher who strives to integrate them into his or her natural teaching style is likely to find the incidence of behavior disorders much lower in the classroom as a result.

6, Teacher effectiveness training includes much more than just effective communication. In one sense, this manual has been developed as a teacher effectiveness package. Other commercially developed teacher effectiveness programs are available. One frequently used program is called "STET" (Systematic Training for Effective Teaching). It was developed by Dinkmeyer, McKay, and Dinkmeyer (1980), and is a programmed approach through audio tapes and instruction manuals for inservice training. STET offers instruction in a number of areas:

   a. a practical theory of human behavior and misbehavior
   b. procedures for basing education on systematic encouragement
   c. skills for listening, responding, exploring alternatives, and resolving conflicts
   d. a workable system of discipline based on prevention and on natural and logical consequences
   e. an understanding of group dynamics, group leadership, and group procedures
   f. helpful approaches to students with special needs
   g. methods of involving parents in their children's education

   Like other preventive techniques, effective communication practices will have their greatest impact when used in a natural manner, rather than only when needed. The recommendation is that these techniques be integrated into the teacher's normal style.

Strategies for Mild Behavior Disorders

Classroom Strategy:	MANAGING SURFACE BEHAVIORS (Redl and Wineman, 1957)
Definition:	Naturalistic teacher behaviors which can be effective in managing mild behavior problems, and preventing their escalation into more severe disorders.

Instructions:

1. Planned Ignoring: Plan to ignore students of negative behavior, so that they are less likely to occur if not attended to (see Extinction, page 3-10).

2. Signal Interference: Use a non-verbal cue to let the student(s) know that the negative behavior should be abandoned. An example of signal interference with a single student might be giving that student a cold stare. With the class as a whole, shutting the door and flicking the lights could serve as a cue.
3. Proximity Control: Move physically close to a potential trouble spot to inhibit the negative behavior.
4. Interest Boosting/Hurdle Lessons: Pay individual attention to a troubled student to demonstrate personal interest; help a student avoid a predictable academic frustration.
5. Restructuring The Classroom Program/ Support From Routine: Restructure the classroom routines so that they are predictable and consistent.
6. Direct Appeal To Value Areas: Appeal for cooperation based on shared student/ teacher values (e.g., "Let's get through this lesson quickly so that we can all enjoy the film we are going to see.").
7. Removing Seductive Objects: Remove distracting objects to prevent negative behaviors from occurring (e.g., child proofing).
8. Antiseptic Bouncing: Remove a student from a potential problem situation before the problem starts and without punitive overtones (e.g., send the student out on an errand).
9. Tension Decontamination Through Humor: Use humor, not sarcasm, to diffuse a tense situation.
10. Physical Restraint: Restrain the student in a supportive manner (demonstrate willingness rather than necessity for restraining the student) so that he or she does not injure himself or herself or others (see Managing Temper Tantrums, page 3-29, for further comment on physical restraint).

Classroom Strategy:	SELF-INSTRUCTIONAL METHODS (Meichenbaum, 1977)
Definition:	A cognitive-behavioral technique where appropriate self-statements are modelled to strengthen new self-dialogue.

Instructions:

1. Break the task to be performed down into its component parts or steps (see Task Analysis, page 2-56).
2. Model performance of the task, talking out loud (self-instruction) while the student observes. Five types of self-statements are helpful:
   a. Problem definition ("What am I supposed to do?")
   b. Problem approach ("Well, I'm finished my worksheet, and now I have to go to an activity centre.")
   c. Focusing of attention ("I better see which centre is not already being used.")
   d. Coping statements ("Oh, David's already at the reading centre, so I'd better not go there. I'll go to the listening centre instead this time.")
   e. Self-reinforcement ("Hey, not bad! I got to a centre without any hassle!")
3. Have the student perform the task, self-instructing out loud.
4. Model task performance while whispering self-instructions.
5. Have student perform the task while whispering self-instructions.
6. Model the task using covert self-instructions with pauses and behavioral signs of thinking (stroking chin, raising eyes briefly, scratching head).

Classroom Strategy: POSITIVE REINFORCEMENT FOR MILD BEHAVIOR DISORDERS

Definition: A method to increase or strengthen desired behaviors when followed by positive social consequences and specific feedback.

Instructions:

A "positive reinforcement" is defined as any event (thing, activity, or statement) that follows a behavior and increases the frequency or duration of that behavior. The emphasis in this technique is on the effect of the reinforcing event rather than on the event itself. Often, consequences that the teacher defines as positive will not operate to increase the desired behavior(s). Consequently, these events are not positive reinforcers by definition, and it would be incorrect to state that positive reinforcement didn't work. To be a positive reinforcer, the event of consequence must increase the likelihood that the target behavior or the behavior being reinforced will increase.

Students need and behave in ways to obtain social recognition and feedback. A student who demonstrates a mild behavior disorder often receives a lot of negative attention ("Sit down!"; "Get back to work!"; "Stop bugging Diane!"). When a student receives more negative than positive attention, a phenomenon often referred to as the "Criticism Trap" occurs. Essentially, what happens is that the negative behavior escalates because it is reinforced via the teacher's attention. The teacher then escalates criticism because it momentarily stops the negative behavior, which is positively reinforcing to the teacher. To break this cycle, or to avoid it altogether, the teacher should increase the frequency of positive feedback for appropriate behavior(s) and at the same time, decrease the frequency of criticism.

1. Identify and define specific positive (desired) behaviors that are to be increased or strengthened.
2. Catch the student being good. That is, wait for positive behavior to occur before attending to the student.
3. Give the student social praise and specific feedback. While it is important for students to receive positive attention and praise, it is just as important that the student be told why so that the specific behavior is reinforced. For example, rather than saying "That's great, Dean!", the teacher should say something to the effect of "Dean, you're doing a super job working on your art project. I'm pleased at how quietly you are working!"
4. Finally, reinforce behavior when it occurs or as soon thereafter as possible. The longer the delay between the behavior and the reinforcement, the less impact the reinforcer will have.

Classroom Strategy: EXTINCTION THROUGH NON-REINFORCEMENT

Definition: A strategy to decrease a behavior by removing reinforcing consequences.

Instructions:

1. Define the target behavior in precise, operational terms.
2. Identify and define the consequences of the target behavior.
3. If the consequences are reinforcing or strengthening the behavior, develop a plan which would eliminate the reinforcing consequence.
4. Example:

   Tom frequently talks out in class without permission. His teacher analyzes this behavior in terms of its context and becomes aware of the fact that, every time Tom talks out, she corrects him. She also observes that Tom's talking out has increased over the past two weeks. The teacher decides that her correcting Tom on each occasion may be reinforcing the talking out. She therefore decides to remove the reinforcement of her attention by ignoring Tom when he talks out. If Tom's talking out decreases, extinction has occurred.

5. When using extinction, expect an initial increase in the target behavior; this is a natural effect when extinction is begun. It is important to be patient and put up with this initial effect since, if the new rate of behavior is attended to, the behavior will be reinforced, but now at a higher rate or more intense level.
6. Extinction should always be used in conjunction with reinforcement for appropriate behavior. That is, the message to the student should be, "I will no longer pay attention to you, for negative behavior, but I will reinforce you or pay attention to you for positive behavior." In the example above, Tom's teacher might make an added effort to call on Tom before he has a chance to talk out.
7. There are many behaviors for which extinction would be an inappropriate strategy because they are dangerous or illegal. For example, ignoring students who sell drugs to other students is not going to be effective, since the drug selling behavior is not being maintained or reinforced by teacher attention. From a different perspective, ignoring fighting behavior which may be being maintained by teacher attention (a student picks a fight to get the teacher's attention) would not be recommended in those situations where one or both students could get injured.
8. **Note:** This technique is sometimes criticized in terms of its effectiveness by persons who try it but find the behavior does not decrease. Before the technique is discarded, it is important to consider two possible reasons for its failure. First, as stated in number five above, it will take time for the technique to be effective. In other words, simply ignoring a particular behavior once or twice is not going to extinguish that behavior. Rather, a number of occurrences of the behavior, each without reinforcement, usually must occur for extinction to take place. Second, it often happens that a teacher will decide to use extinction, but instead of totally withdrawing reinforcement, merely changes the way in which he or she reinforces the next occurrences of that behavior. Therefore, it is often valuable to have another person come into the classroom to observe not only the student, but how the teacher interacts with the student.

Classroom Strategy:	LIFE-SPACE INTERVIEW (after Redl, 1959)
Definition:	A reality-oriented, here-and-now interview unique to (1) help the student gain insight into the problem, and (2) supply the student with needed direction, organization, and control via emotional support. The objective is to facilitate the student assuming responsibility for generating alternative methods of coping.

Instructions:

1. Ensure that adequate time is available, so that the process can be completed.
2. Ensure that the student is in the proper state of mind. If the student is clearly upset, he or she will not be able to calmly consider the behavior and possible alternatives. If left too long, bringing up the problem situation may meet with anger and/or resistance.
3. Ensure that the teacher is in the right frame of mind. If the teacher is still upset, his or her emotions will affect objectivity.
4. Conduct the interview in a private, comfortable, and non-distracting environment.
5. Base the interview on a single behavior or problem situation.
6. Ensure that the student is able to understand and discuss the problem without defensiveness.
7. Start the interview by finding out how the student perceives the event; determine whether the student views the problem as an isolated one-time-only event or as typical of his or her characteristic pattern of behavior.

8. Clarify what actually happened in a non-judgemental and non-evaluative manner so that the student feels acceptance, and at the same time, is helped to recognize additional perspectives.
9. The communication of acceptance of the student will depend on the teacher's ability to accept the student's feelings, without condoning the behavior. The student must understand that he or she is accepted, even though his or her behavior is not.
10. Explore the implications or logical consequences of the behavior with the student; help the student suggest alternatives for behaving which would avoid these consequences.
11. Facilitate motivation to change by exploring benefits the student would derive from behaving differently. Avoid the use of authority or threat.
12. Conclude the interview by working out a plan with the student for resolving the problem, or preventing a recurrence. Ideally, the student should suggest a plan to which the teacher can agree. If a mutual resolution cannot be achieved, clearly explain limits and expectations in a realistic, non-moralistic manner.
13. Above all, do not force the interview either in terms of timing or proving the student wrong. In the first instance, the interview will be frustrating to both student and teacher; in the second, a trusting relationship will not develop.
14. Following the interview, it may be valuable for the teacher to record the major points for future reference. Documentation could be in point form, falling under a number of headings:
    a. Statement of the problem/behavior which precipitated the interview
    b. Student's perception of the problem
    c. Alternative solutions proposed
    d. Benefits perceived by student to act differently
    e. Plan for resolution
    f. Results

Classroom Strategy:	REALITY BASED PROBLEM-SOLVING
Definition:	A technique based on Glasser's Reality Therapy (1969), which emphasizes actual behavior rather than subjective interpretations, and promotes the acceptance of responsibility by the student for his or her behavior.

Instructions:

Reality-based problem-solving may be used in virtually any behavior disorder situation, as long as the teacher has sufficient time to spend in discussion with the student. As in Life-Space interviewing, sufficient time will vary depending on the complexity of the behavior disorder. What distinguishes the approach is the rationale that students must be taught how to take responsibility for their behavior by making appropriate choices given the actual situation. The emphasis is always on what the student can do to solve the problem rather than what others can do. Many practical examples for dealing with school-based problems are offered by Glasser (1980):

1. First ask the student "What are you doing?"
2. Then ask the student "Is what you're doing helping you, me, or the class?" If the student believes that what he or she is doing is all right, he or she is reminded of and left to suffer the natural consequences of the behavior.
3. If the student says the behavior is not helpful, ask him or her "What could you do differently?" The objective is to help the student formulate a plan for acceptable behavior (as in Life-Space Interviewing).
4. Write the plan down and provide the student with a copy.
5. Once the plan is formulated and written down, ask the student to make a commitment to the plan ("I will do it" rather than "I will try to do it.").

6. If the plan fails, ask the student not to make excuses, as excuses only promote irresponsible behavior. Instead, a new plan is formulated.
7. Never use punishment with this technique, since it disrupts the student/teacher relationship and produces a sense of failure on the part of the student.
8. Never ask the question "Why?". The focus of this technique is on the "what", "when", and "how" of behavior, and "why" tends to elicit excuses for irresponsible behavior.
9. Always focus on the present, never the past, which is history and cannot be changed. Glasser feels that dwelling on the past promotes self-pity which, in turn, detracts from constructive solutions to the student's present problem.

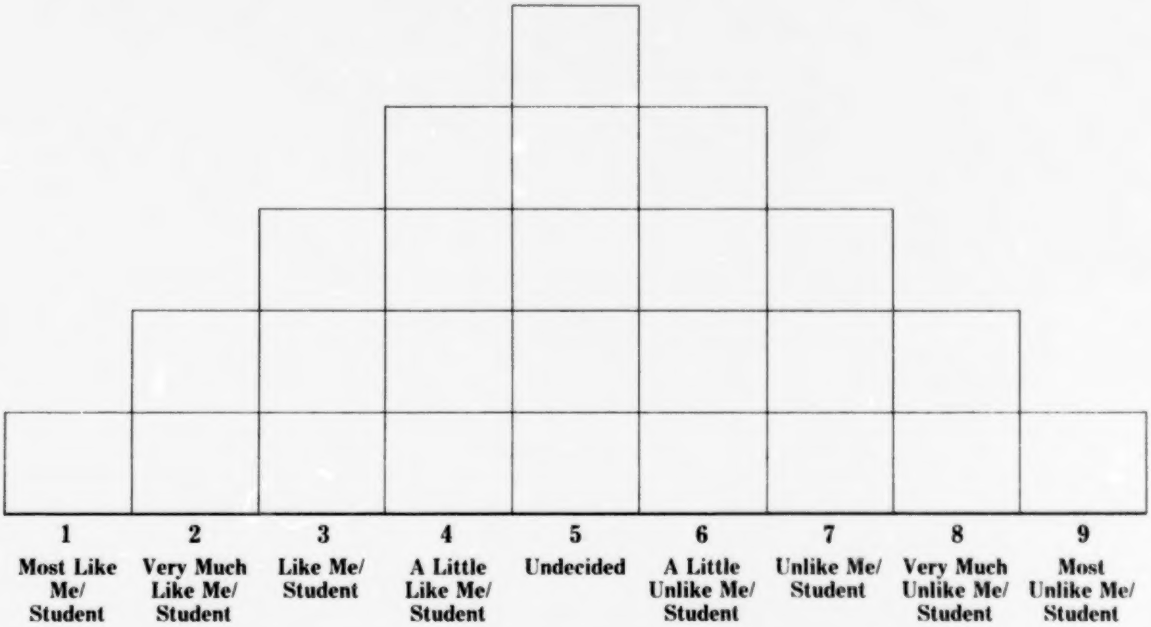
Classroom Strategy: Q-SORTS

Definition: Used to compare two interpretations of a single set of behaviors in terms of a student's realistic vs. idealistic points of view.

Instructions:

1. Develop a set of descriptive statements based on the setting or situation of interest (school, academic activities, interpersonal relationships). These items may be very similar to those used in an informal checklist. Develop 25 items (see 3 below for rationale).
2. Print or type each item on a separate card so that each item may be either read by the student or read to the student, one at a time.
3. After reading the items, have the student sort them into a format as shown on the following page. Only one item may be placed in each box and all items must be sorted. The student may rearrange items until satisfied with the responses. Have the student sort the items twice:
   a. the first sort is called the real sort and represents how the student believes he or she really is actually behaving;
   b. the second sort is the ideal sort, representing how the student wishes he or she was or would like to behave.
4. After each sort, give each item a score of one to nine and record the results. By calculating the difference between the scores for each item on the two sorts, the teacher can obtain a better understanding of (1) the student's perception of himself or herself and (2) what particular items are the most discrepant and perhaps most significant for setting program goals. (**Note:** The pyramid structure and scoring continuum for the Q-Sort is necessary, in order that more undecided items cancel each other out, and that the total score per sort is most sensitive to those items the student feels most strongly about (items placed in columns with scores of one, two, eight, or nine).
5. Q-Sorts may also be done by teachers and parents in the same manner so that additional perspectives on the student may be obtained based on the same descriptive statements. Analysis could indicate areas of agreement, as well as areas of conflict between the various persons.

Classroom Strategy: Q-Sorts (Sorting Format for Scoring)


1
Most Like Me/ Student
2
Very Much Like Me/ Student
3
Like Me/ Student
4
A Little Like Me/ Student
5
Undecided
6
A Little Unlike Me/ Student
7
Unlike Me/ Student
8
Very Much Unlike Me/ Student
9
Most Unlike Me/ Student

Classroom Strategy: CLASS MEETINGS

Definition: Social problem-solving meetings, led by the teacher, to provide students with the opportunity to apply their intelligence to the solution of personal and social problems.

Instructions:

1. Have the group (teacher and students) sit in a circle.
2. Define the problem to be discussed (truancy, stealing, class bullies, respect for others). Students should be given the opportunity to suggest the topic. Current world and local news can often be suggested as a stimulus for topics.
3. State that the meeting's purpose is to solve the problem, rather than to assess blame and/or punish. Rules for group management should be made clear (e.g., no "put downs" of other students).
4. Lead the meeting in a non-judgmental and facilitative manner, being particularly aware of exercising effective communication skills.
5. Give each student a turn to speak, but if a student has nothing to say, he or she has a right to pass. Students should be encouraged rather than forced to participate. A student who does not want to participate can sit apart from the circle.
6. The meetings should last from 10 to 30 minutes for younger students, and from 30 to 45 minutes for older students. Pertinence of the problems and regularity of the meetings are more important than duration.
7. Teachers and students will require a number of early meetings to adjust to the technique. The emphasis of early meetings should not only be on non-threatening problems (classroom routines and schedules) but should also be positive and fun, until students and the teacher are comfortable with the technique.

8. It is often helpful to enlist the help of another teacher who has had experience with the technique, until the regular teacher is comfortable and confident.

Classroom meetings can be held for a number of purposes, ranging from generalized discussions about issues of interest to solving specific problems in the classroom. See the STET Program (page 3-8) for further discussion and examples.

Classroom Strategy:	BEHAVIORAL CONTRACTS
Definition:	Written (and signed) agreements between two or more persons which specify behavioral expectations and rewards for meeting those expectations.

Instructions:

While behavioral contracts can be very effective in facilitating the correction of a behavior disorder, they should be used with caution. By entering into the contractual agreement, the student is promising to change his or her behavior and fulfill the agreement. If the student is successful, the behavior change is likely to have lasting effects. However, the price of failure to fulfill the contract can be extremely high. The student may experience guilt and lowered self-esteem, as well as a sense of failure and frustration. This point is particularly important in situations where the student's inappropriate behavior in school may serve a function to maintain and support an existing family system, where the bond between members is based on or dependent on deviant forms of behavior.

In view of these potentially harmful side affects, contracting is recommended for use under three conditions:

a. The student is genuinely cooperative, rather than resistant, and is highly motivated to change his or her behavior.
b. All interested parties, particularly the parents if they are directly involved, are fully prepared to participate in a consistent and positive manner;
c. Behaviors targetted for change via the contract represent small, incremental steps — Interim Objectives (see page 2-55) rather than Terminal Objectives (see page 2-55).

Behavioral contracts can take many forms, and the samples provided represent but two examples. It is recommended that additional resources be consulted before proceeding with this strategy (see, for example: Hawisher, 1975). The following steps are representative of general guidelines for setting up a behavioral contract.

1. Arrange a meeting with all interested persons (students, teacher, parents, administrator, resource personnel, etc.).
2. Select one or two incremental behaviors that all persons can agree to work on changing.
3. Describe these behaviors in precise, operational terms.
4. Identify rewards and set performance expectations. Describe these in precise terms.
5. Write the contract so that everyone involved can understand it. Review it with the involved persons and have all parties sign it.
6. Specify when the contract will be reviewed and rewritten if necessary.

Two sample contracts are provided on the following pages. In sample one, teacher, principal, and parent behaviors are specified as well as those of the student. Rewards from the various persons are also specified.

In sample two, expectations for each person are written as a series of "If/Then" statements, the "If" being the expectation and the "Then" being the consequence (If Charles finishes his worksheet before the bell for recess rings, then his teacher, Mr. Gray, will put a star in Charles' record book.). Also in sample two, bonus and penalty clauses are indicated, and they may or may not be used. Care should be taken that both are realistic, if used. A bonus should be attainable with a little extra effort; if it is not, the student may develop a sense of failure and frustration, even though he or she has attained the regular rewards. Penalties should not be too severe. The reader is referred to the strategy of Response Cost (see page 3-27) which discusses penalties as part of a behavioral program.

Sample Contract 1

Date: ______________________________

Student: I agree to perform the following behavior(s): ______________________________

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Signed: ______________________________

Teacher: I agree to help __________________ by: ______________________________

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Signed: ______________________________

Principal: I agree to help __________________ by: ______________________________

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Signed: ______________________________

Parents: I/We agree to help __________________ by: ______________________________

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Signed: ______________________________

This contract will be reviewed on: ______________________________

Sample Contract 2

Effective Dates: From ____________________ To ____________________

We, the undersigned parties, agree to perform the following behaviors:

If ____________________ Then ____________________

If ____________________ Then ____________________

If ____________________ Then ____________________

If ____________________ Then ____________________

Bonus: ____________________

Signed: ____________________ **Signed:** ____________________

Signed: ____________________ **Signed:** ____________________

This contract will be reviewed two weeks from the date of agreement.

Classroom Strategy:	TOKEN/POINT SYSTEMS
Definition:	Giving students tokens or points for appropriate behavior, with which they can "buy" specified rewards (tangibles, privileges).

Instructions:

Token/point systems are very similar to our monetary system, and the analogy can be used constructively both in terms of understanding the technique and designing a specific program. However, money is not always enough; therefore the teacher using a token/point system is cautioned about letting the system become a substitute for other forms of naturalistic reinforcement (e.g., social praise with specific feedback). Finally, token/point systems are most effective when used to correct behavior related to rules, routines, and schedules. As in contracting, emphasis should be placed on incremental behaviors (interim objectives).

1. Define the behavior(s) in precise and operational terms.
2. When designing the program, follow the procedures outlined for positive reinforcement (see pages 3-21 to 3-26), with the following modifications:
   a. When selecting the reinforcer(s), consult with the student to determine a tangible object or special privilege which he or she is willing to work toward obtaining. Consultation with the parents will likely be necessary as well, particularly if they are to be directly involved, as in providing the reinforcement. For example, the student and parents may agree that the reinforcement will be allowing the student the privilege of staying up an extra half-hour at night. This privilege is referred to as the delayed reinforcement. It may be helpful to have the student complete a reinforcement survey (see page 3-22) to help arrive at a mutually agreeable delayed reinforcement.
   b. Determine an immediate reinforcer for the performance of the target behavior in terms of points or tokens. For example, if the behavior to be increased is staying in one's seat, the immediate reinforcement may be that the teacher will give the student a poker chip for every five minute period the student remains in his or her seat.
   c. Negotiate with the student (and parents) the cost of the privilege in terms of how many tokens/points will have to be earned in order to buy the extra half-hour. For example, it may be negotiated that five tokens per day are required to purchase the extra half-hour. An alternative strategy, and perhaps a better one in most cases, would be that each token/point would purchase so many extra minutes for that night; the advantage being that even if the student only earns one point/token he or she will receive some payoff. A third alternative would be that each token/point buys an extra five minutes of staying up past regular bedtime, but that the five minute periods may be saved by the student and applied on the night of their choice (say to a maximum of one extra half-hour on any given night). Again, this strategy has the advantage that each token/point has ultimate value.
3. When agreement has been reached and a system designed, write it down and provide all persons involved with a copy.
4. Set up a form to record and chart the progress, and post a copy where the student can monitor the change in his or her behavior. If parents are involved, provide them with a chart to place on the refrigerator or some other conspicuous place at home.
5. Token/point systems can be quite simple or very complex, depending on the age and functioning level of the student. As in Contracting, token/point systems can include bonus and penalty clauses. If these are to be included, be careful in setting realistic expectations and values (see Contracting, page 3-15; and Response Cost, page 3-27).

6. Token/point systems can also be used to eliminate negative behaviors. For example, a student could earn a token/point for each five minutes of classroom time during which he or she did not swear. The assumption is, of course, that if the student is not swearing, he or she is engaging in other positive behaviors. The danger of this approach in some situations is that the student may decrease one negative behavior while increasing another negative behavior. Again, this danger reflects the point that only decreasing a negative behavior does not teach the student how to behave; therefore, when decreasing a negative behavior, other positive behaviors should be increased through the program at the same time.

Classroom Strategy:	OVERCORRECTION (RESTITUTIONAL AND POSITIVE PRACTICE)
Definition:	Two techniques whereby the student is required to spend more effort in correcting a negative behavior than was spent in performing the behavior in the first place.

Instructions:

While overcorrection can be very effective in facilitating rapid and lasting behavior change, the techniques have a number of disadvantages which the teacher should be cautious about.

a. Students who respond positively to overcorrection are generally younger, more passive, and more cooperative than those who resist the strategy. If a student refuses to comply with the overcorrection program, physical guidance and/or restraint may be required which may not be consistent with jurisdictional regulations and/or policy.

b. Students who demonstrate more severe behavior disorders generally tend to be more resistant and defiant. Consequently, the use of overcorrection procedures is recommended for milder behavior disorders.

c. The style in which the techniques are applied is critical to the effectiveness of the techniques. As in timeout (see page 3-28), the teacher should apply the techniques in a non-emotional fashion and avoid negotiating. If there is to be a time to negotiate with the student, it is after the student has completed the assigned task and should be spent on avoiding a recurrence. As well, the techniques should not be applied in a punitive or, obviously, harmful fashion.

The following points illustrate two methods of applying overcorrection:

1. In "Restitutional Overcorrection" the student is required to overcorrect the environmental consequences of a negative behavior. For example, if a student threw work materials onto the floor, he or she would be required to not only pick these up, but also to clean/tidy the classroom so that it was in better shape than it was prior to the negative behavior.
2. In "Positive Practice Overcorrection" repeated positive practice of the negative behavior is required of the student. For example, if a student slams the classroom door, he or she would be required to appropriately open and close the door 25 times. Or a student who broke a rule could be required to recite the rule aloud, then practice the appropriate behavior for a number of trials. One advantage of this procedure is that it teaches the appropriate behavior through practice.
3. If being used, overcorrection should be implemented immediately following the occurrence of the negative behavior. This may represent another disadvantage in that overcorrection can be time-consuming and may require one-to-one supervision.
4. When assigning a restitutional or practice task, ensure that the task is relevant to the negative behavior. Obviously, not all negative behaviors could be changed through overcorrection (e.g., spying on the opposite sex's locker room).

Strategies for Severe Behavior Disorders

Classroom Strategy:	POSITIVE REINFORCEMENT FOR SITUATIONS
Definition:	A strategy to increase the occurrence of a behavior followed by a positive consequence.

Instructions:

(See page 3-10) for a definition of "positive reinforcement.")

Positive reinforcement has many applications for increasing appropriate behaviors and teaching new behaviors. In situations characterized by severe behavior disorder, the application of positive reinforcement techniques will require more structure and greater precision than discussed in relation to mild behavior disorders.

1. Define the target (desired) behavior in precise, operational terms.
2. Select an appropriate positive reinforcer by one of the following methods.
   a. Ask the student what he or she would find rewarding (what would they be willing to change their behavior for). It may be necessary to negotiate with the student so that rewards are realistic.
   b. Have the student complete a reinforcement survey (sample provided on page 3-22). The survey can then be used in discussion with the student and parents if necessary to decide on the appropriate positive reinforcer(s).
   c. Observe the student to learn what things/activities the student already finds rewarding (what activities does the student choose to do already; what privileges are most coveted?).
   d. If the preceding methods for selection have not clearly identified an appropriate choice, use trial and error as a last resort. Remember that by definition a positive reinforcer must increase the behavior. If the target behavior does not increase, try a different consequence.
3. Decide on a schedule for applying the positive reinforcer according to one of five possibilities:
   a. Reinforce every occurrence of the target behavior. This is called continous reinforcement (CRF) and promotes the fastest rate of acquisition. It is most useful when the frequency of the target behavior is initially low. As the frequency increases, CRF may become less effective due to satiation; therefore, a change to one of the next four schedules should be planned.
   b. Reinforce after the target behavior has occurred a predetermined equal number of times (reinforce every fifth occurrence of the behavior). This is called fixed ration reinforcement (FR) and, when used, a pause will occur after the reinforcement but then frequency will increase again. It is a more natural schedule than CRF since under normal conditions, not every instance of a positive behavior is reinforced.
   c. Reinforce the target behavior by varying the number of times the behavior must occur prior to a reinforcement (reinforce the fifth, 13th, 17th, 21st, etc. occurrence) so reinforcement is more random and less predictable. This is called variable ration reinforcement (VR). It promotes a high rate of responding, and also makes the behavior stronger and more likely to occur than does CRF or FR. It is also the most natural of the schedules in terms of its similarity to normal conditions.
   d. Reinforce a behavior after a certain predetermined period of time has elapsed (reinforce a student every 30 seconds for sitting at his or her desk). This is called fixed interval reinforcement (FI), and is similar to FR except that the behavior will be less consistent under FR.

   e. Reinforce the target behavior(s) by varying the amount of time which must elapse before the next reinforcement. This is called variable interval reinforcement (VI) and is similar to VR except that it is time rather than number of responses that is varied. Like VR, VI schedules promote the development of stronger behaviors, and are more naturalistic.

4. When a reinforcement is scheduled to be given, it should be given immediately following the target behavior; there should be little or no delay between the performance of the behavior and the presentation/application of the reinforcer. If the reinforcement is to be delayed (e.g., a special privilege after school), the performance of the desired behavior should still be immediately reinforced by verbal praise. Pairing verbal praise with any reinforcement will increase the effectiveness of the reinforcer. (For further discussion of delayed reinforcement strategies, see Token/Point Systems, page 3-18).
5. Decide on a date and time to implement specific positive reinforcement for specific behaviors. In situations of more severe behavior disorders, a measure of the behavior should be conducted before reinforcement is applied, and measurement of the behavior by the same means (e.g., continuous frequency count) should be continued once the strategy is implemented, so that the impact of the strategy can be monitored.

Reinforcement Survey

A number of methods may be used to conduct a reinforcement survey, two of the most common being the reinforcement menu and the reinforcement questionnaire. The method selected, as well as how it is applied, will likely vary depending on the age and reading ability of the student. Regardless of which method is used, it will be helpful to have a list of possible reinforcers available. Such a list is provided and may be added to or modified to meet the particular needs of the student, teacher, or parents.

Reinforcement menu. The teacher or parent sits down with the student and helps list a number of things, activities, social reinforcers that the student particularly likes. Younger students may require considerable assistance with this task, while older students can probably do the task on their own. The reinforcers should be listed, if possible, in terms of their rank order of preference. When a program is established, the student can then select a reinforcer from the menu. In point/token systems, a "cost" of each reinforcer will have to be negotiated and established. A sample form for a Reinforcement Menu is provided on page 3-24.

Reinforcement questionnaire. In this method, a wide range of possible reinforcers are listed and the student is asked to indicate to what degree he or she likes them or would be motivated to obtain them. Again, younger students may require considerable assistance in completing the questionnaire. When the student has completed the questionnaire, those items rated as most liked could then, with participation by the student, be arranged on a menu. A sample questionnaire is provided on page 3-25. The teacher and/or parents may wish to construct their own questionnaire, either with different items or with a different rating system.

Possible Reinforcers

Edible Reinforcers

penny candy
milk
fruit juice or soda pop
crackers
lollipops
nuts
cake
jelly beans
fruit
hot chocolate
coffee
pizza
smarties
raisins
gum
potato chips
doughnuts
ice cream
cracker jacks
animal crackers
pretzels
cereal
tea
hamburger

Material Reinforcers

- tokens
- book covers
- money
- records and tapes
- surprise packages
- pencils and names
- seasonal cards
- stationery
- calendars
- musical instruments
- flowers
- clay
- radio
- magazines
- newspaper
- jacks
- jumping rope
- yo-yos
- model airplane kits
- beads
- storybooks
- hats
- puzzles
- flashlight
- bubble blowing sets
- banks
- balls
- drawing paper
- paint brushes and paints
- pencil sharpeners
- colored paper
- flash cards
- bookmarkers
- stickers
- pencil holder
- compasses
- pictures
- chalk
- perfume
- portable cassette deck
- comic books
- silly putty
- marbles
- playing cards
- kaleidoscopes
- stamps
- coloring books
- blocks
- games
- fishing equipment
- balloons
- crayons
- frisbee
- toy cars and trucks

Social Reinforcers

- touching or patting
- smiling
- winking
- squeezing hand
- helping on with coat/boots
- walking alongside
- cheering
- thumbs up
- tickling
- shaking hands
- eating with
- hugging
- congratulating
- standing next to
- talking with
- sitting next to
- signalling okay
- nodding
- applauding
- peer approval
- giving a high five
- paying special attention to

Activity Reinforcers (Classroom)

- free time
- putting away materials
- choosing activities for group
- erasing blackboards
- safety patrol duties
- displaying work
- extra computer time
- distribute work materials
- leading groups
- running errands
- show and tell
- setting up movie projector
- lunchroom monitor duties
- extra turn in game
- sharpen pencils
- helping the custodian

Activity Reinforcers (Home)

- going to movies
- later bedtime
- preparing a meal
- going to museum
- having friend for dinner
- swimming
- running errands
- choosing story for parent to read
- planning holiday
- golfing with parent(s)
- having breakfast in bed
- taking pictures
- earning money
- using car
- watching television
- special (favorite) meal
- playing records or tapes
- parties
- having friend spend night
- going to a ball game
- starting fire in fireplace
- going out for dinner
- playing cards with parent(s)
- going on picnic
- building playhouse

Reinforcer Menu

Student: ______________________________ **Date:** ______________

Instructions:
Complete this page by listing the things you particularly like or activities you particularly like to do. Try to list your most favorite things or activities at the top of the list.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________

Reinforcement Questionnaire

Student: ______________________ **Date:** ______________________

Instructions:
This is a list of different things and activities which you may or may not like. For each thing or activity listed, make an "X" in the box that best explains how much you like or dislike that choice.

Thing	Dislike	Like	Like Very Much
1. Candy			
2. Ice cream			
3. Potato chips			
4. Being smiled at			
5. Hamburgers			
6. Gum			
7. Records or tapes			
8. Books			
9. Paints and paint brushes			
10. Getting applause			
11. Dolls			
12. New clothes			
13. Stickers			
14. Puzzles			
15. Watching television			
16. Staying up late			
17. Helping the teacher			
18. Being the leader in a group game			
19. Going out for dinner			
20. Going to movies			
21. Being tickled			
22. Being told you've done a good job			
23. Saving money for a trip			
24. Getting hugged			
25. Having your parents ask you what you did in school today			

Classroom Strategy:	DIFFERENTIAL REINFORCEMENT
Defintion:	Extinguishing one behavior while reinforcing another behavior.

Instructions:

1. Define both behaviors in precise and operational terms. This technique is most effective when the two behaviors are incompatible with each other.
2. Proceed as in Positive Reinforcement (see page 3-21) and Extinction (see page 3-10) simultaneously.
3. Example:

   See the example under Extinction for one illustration. Here is a second example.

   Carol is an eleven year old girl who is new to the neighborhood and school. Her teacher feels that Carol has not made any friends in her first two weeks in the class, and is concerned about the fact that Carol seems to be withdrawing even further away from contact with other students. The teacher observes Carol's behavior for the next week and notices a pattern to Carol's behavior. When the students are given a choice of activity centres, Carol always goes to one where no other student is. If another student joins her, Carol immediately goes back to her desk and puts her head down on her arms. The teacher has been going to Carol when this happens, and has tried to talk to Carol about her avoidance of other students. The teacher has found that Carol only responds with "yes" or "no" to direct questions, and that these "conversations" have lasted between 10 and 15 minutes, until it is time for the next activity. The teacher decides on the following strategy.

   a. When Carol goes to an activity centre, the teacher will position herself so that she is close by (Redl's "Proximity Control") and make a positive verbal statement to Carol about the activity ("That looks like it would be fun, Carol.").

   b. If no other student approaches the centre, the teacher would continue to make positive comments to Carol about her involvement in that activity, thereby reinforcing her for staying involved.

   c. If another student approaches the centre, the teacher would place her hand on Carol's shoulder both as a supportive gesture as well as a mild restraint against Carol immediately turning away from the centre. At the same time, the teacher would continue to verbally reinforce Carol's activity at the centre.

   d. If the teacher's strategy is successful and Carol remains at the centre in the presence of the other student, the teacher may begin to verbally facilitate interaction between the two students in terms of sharing or cooperating on a project.

   e. If Carol decides to leave the centre and return to her desk as in the past, the teacher would not go to her as before. This would constitute the Extinction component of the strategy in that the teacher would be removing her attention (reinforcement) for Carol's withdrawing behavior. As discussed in Extinction, the teacher must be prepared for an initial increase in Carol's withdrawn behavior. If the teacher's assumption that Carol's withdrawn behavior is being maintained by teacher attention is correct, the strategy should be effective, particularly if the teacher makes a point of attending to Carol through positive reinforcement, personally and specifically in situations where Carol is close to or involved with other students.

Classroom Strategy: RESPONSE COST

Definition: The removal of privileges, tokens, or other reinforcers upon the occurrence of specified inappropriate behavior(s).

Instructions:

1. Define the inappropriate behavior in precise, operational terms.
2. Establish a cost to the student if he or she performs the inappropriate behavior. Communicate this cost clearly to the student before implementing the strategy.
3. As with any negatively oriented strategy, Response Cost should be used in conjunction with positive reinforcement. It is often used in conjunction with Token/Point systems under a contractual agreement.
4. Care should be taken in establishing the cost so that it is not too severe. If too severe, the cost of one instance of inappropriate behavior could remove all the benefits that the student could gain through acting appropriately. For example, if Tom was given one token for each five minutes he stayed in his seat, but lost five tokens for each time he got up inappropriately, it is obvious that one inappropriate behavior would negate 25 minutes of appropriate behavior. The problem in this instance would be even greater if Tom had no tokens saved up and, therefore, found himself "in the hole", and never able to earn the reinforcer.

   A general guideline is to establish a response cost which is less than half of the points/tokens earned by the student. When establishing a point system, the teacher should be able to predict approximately how many points the student would earn based on their initial rate of appropriate behavior. Having this amount in mind, the teacher can then set a realistic cost.
5. Response Cost can also be used effectively with groups of students. For example, if a teacher finds a class to be too noisy as a whole, a strategy could be established which would let the students earn free time for being quiet, but lose free time for being noisy.

   When applying a strategy to a group, it is important not to hold one student responsible for the group's success or failure. If one student is in fact the primary concern, then a strategy should be developed for that student, rather than for the group.

Classroom Strategy: VOLUNTARY TIMEOUT TO TEACH SELF-CONTROL

Definition: Student-initiated timeout to prevent loss of control.

Instructions:

Students, like other people, often become aware of the fact that they are losing their self-control and can recognize the need to remove themselves from a given situation. Providing a quiet space for students to go to and teaching the student a means of signalling his or her need may prevent the problem from escalating into a serious behavioral disruption like a full-blown temper tantrum.

1. Designate a place where students can go on their own to cool down. It should be a comfortable space, and away from others to ensure privacy.
2. Teach the student a specific signal to use to indicate their need to leave and be alone for a short period. In some situations, it may be possible for the student to verbalize the need, while in others a non-verbal signal will be required (e.g., particular way of raising his or her hand).
3. Discuss the procedure, and agree on pre-arranged signals with the student(s) before implementing the strategy.

4. When the student signals to indicate a need for removal, the teacher should simply signal back with a nod or other prearranged sign that he or she is aware of the student's need and that it is okay for the student to leave. The student should not be questioned about the need at this time.
5. If, for any reason, the teacher feels that the strategy is being abused, this concern can be discussed with a particular student or, if the abuse appears to be widespread, with the class during a Class Meeting. These discussions should take place at a different time, however, than when a student is signalling the need to withdraw.

Classroom Strategy:	TIMEOUT FROM POSITIVE REINFORCEMENT
Definition:	Exclusion or removal of the student from a situation/activity for a brief period of time.

Instructions:

While Timeout can be very effective in decreasing the occurrence of negative behavior(s), it is also the most misunderstood and frequently abused technique. Because of this, a number of points must be considered carefully before its selection as a strategy.

a. The key to Timeout is that it is timeout from positive reinforcement, rather than a rejection of the student. The immediate implication of this is that the situation/activity that the student is being excluded from must be positively reinforcing to the student. If it is not, the student will not be motivated to change his or her behavior, and the effectiveness of Timeout will be minimal. A careful analysis of the situation/activity, in terms of the opportunities it offers for positive reinforcement, is an essential preliminary step prior to implementing Timeout.

b. Timeout is a form of punishment, in that it results in a decrease of the behavior which precipitated its implementation. It is also aversive in that it is an application of an unpleasant consequence. The use of Timeout, like other forms of punishment, should only be considered after other positive strategies have been attempted. Because it is aversive, students may resist it and physical removal of the student may be required which in turn may promote escape behavior. Jurisdictional regulations, policy, and guidelines should be consulted prior to using Timeout.

Timeout can be applied in a variety of ways, ranging from mild to severe. It is recommended that milder applications be tried first with more severe applications being used only as a last resort. Milder forms of Timeout include:

a. Requiring the student to observe but not participate in an activity
b. Requiring the student to sit at his or her desk without materials and, consequently, no opportunity to receive positive reinforcement
c. Turning the student's chair/desk away from the rest of the group
d. Requiring the student to go to a designated area of the classroom (away from the activity and other students). Placement of a barrier between the student and the rest of the class would represent an increase in the severity of Timeout, and may be necessary to eliminate social reinforcement the student may receive from other students during the Timeout period.

More severe forms of Timeout include:

a. Seclusion of the student in an isolated space or a Timeout Room
b. Exclusion of the student from the classroom for an extended period of time. Generally, the forms of timeout mentioned above would last from two - 10 minutes. Further increases in the timeout period would add to the severity of the technique.

Note: When considering the use of Timeout, it is essential to check jurisdictional policy and guidelines, as some jurisdictions have guidelines which specify when Timeout can be used, how it is to be implemented, what consents are necessary, and the physical requirements of a Timeout Room.

In general, the following steps should be followed when using Timeout.

1. Define the behavior in precise, operational terms.
2. Identify the behavior to the student and others who will be involved in administering Timeout. If Timeout is not consistently applied, the result may be that the student will learn that the behavior is inappropriate in one situation, but acceptable in another.
3. Explain the selected Timeout procedure to the student and others who will be involved.
4. When the inappropriate behavior occurs, administer Timeout in a matter-of-fact, non-emotional manner while avoiding explanations (these have already been given to the student). If possible, have the student self-initiate the Timeout on cue.
5. Keep the duration of Timeout to a minimu. Make the termination of Timeout contingent on appropriate behavior (e.g., sitting quietly).
6. Monitor the impact of Timeout by measuring change in the behavior. Remember, Timeout will be effective fairly quickly if it is going to be effective at all.
7. Increase positive reinforcement to the student for appropriate behavior.

Classroom Strategy:	MANAGING TEMPER TANTRUMS (Trieschman, 1969)
Definition:	Reducing the frequency of tantrums and preventing the later stages of tantrums by identifying and handling the early stages of tantrums effectively.

Instructions:

A temper tantrum is not a single behavior but rather a series of behaviors. A full-blown temper tantrum is perhaps the most disrupting situation a teacher will face in the classroom. The best approach to temper tantrums, like accidents, is to prevent them from becoming full-blown and to keep the effects to a minimum. Unfortunately, accidents and temper tantrums do occur. When they do and when the student's behavior is clearly out of control, the best the teacher can do is take measures (see below) to restore order, analyze the antecedent conditions, and take preventive steps to avoid a recurrence. The following points outline Trieschman's perspective on temper tantrums, as well as suggestions for intervention at each stage:

1. Rumbling and Grumbling Stage: The student may be observed to be grumpy. This is an indication that he or she is seeking an issue over which to throw a tantrum, and in most instances the issue lacks a satisfactory solution. The teacher needs to become aware of these antecedent behaviors to intervene at this point and help the student verbalize the problem rather than acting out the issue. The use of Voluntary Timeout (see page 3-27) may be helpful at this stage.
2. Help-Help Stage: This is the first noisy stage: the student has found his or her issue and signals the need for help via a deliberate and visible rule-breaking act. The assumption is that the student is seeking adult attention to get help, although in an inappropriate manner. The teacher should focus on the student's need for help rather than on the rule-breaking act. The teacher should help the student learn a more appropriate means of seeking attention. By focusing on positive alternatives rather than punishing the behavior, the teacher will increase chances that the full-blown temper tantrum will be avoided.

3. Either-Or Stage: This stage represents the student's attempt to demonstrate that he or she can still control the situation by setting out either-or conditions for the teacher. The student in this stage often becomes insulting and verbally abusive. It should be remembered that the student has by now lost considerable control and that "many a foolish word is spoken in anger". The best strategy at this stage is to model appropriate anger for the student, since appropriate anger will be easier for the student to model than would patience and passivity. Any either-or alternatives the student proposes which can be accepted should be. The teacher can also proposed some alternatives if the student is unable to.
4. No-No Stage: This stage is most characteristic of the full-blown temper tantrum. The student has not been able to regain control through an either-or alternative and now reacts negatively to any suggestion or statement by the teacher. Unless the teacher can push the tantrum back to the either-or stage, it is doubtful that much more can be done except to let the noisy part of the tantrum run its course. There are basically three ways in which this may be best managed:
    a. Isolation of the student from everyone (Timeout with seclusion)
    b. Removal from the group but with an adult (teacher, aide) present to provide emotional contact and support; reasoning or discussing with the student should not be attempted until the student has regained control; judgement has to be exercised since all students would not want another person to be present while others would find solitary isolation extremely frightening
    c. Physical restraint of the student by an adult. This should be used only when the teacher feels secure in being able to hold the student, and when the student is acting in a way which endangers self or others. The best way to hold the student is to cross the student's arms in front of the body and hold from behind; excessive force should be avoided.
5. Leave Me Alone Stage: This is the quiet stage following the full-blown tantrum and should not be mistaken for a return to normalcy. The student has gained some modicum of control, but is conveying the message that he or she is not ready to resume interaction with others. The teacher should respect this wish while remaining within eyeshot/earshot, so that external (teacher) control can be quickly provided if necessary.
6. Hangover Stage: Some students will have no painful memories of the tantrum, so their hangover is perhaps minimal. Other students will experience embarrassment and guilt. In a positive sense, such after-effects can be constructively exploited through a technique such as Life-Space Interviewing (see page 3-11) to help the student generate alternative methods of coping and behaving.
7. As a final point in this discussion of temper tantrums, there is no question that such behavior is extremely disruptive, frustrating, and difficult to manage. Because the student appears to act intentionally does not mean that he or she is in control. The teacher who recognizes temper tantrums as out-of-control behavior and sets a strategy to help the student regain and maintain control will have a distinct advantage when it comes to preventing any recurrences.

Selection and Implementation of Classroom Strategies

Due to the tremendous differences between people (students, teachers, parents) and the specifics of any behavior disorder, many factors have to be considered when selecting and implementing the most appropriate classroom strategy. Unfortunately, there are no simple rules to follow for choosing a strategy and singling out behaviors to be changed or taught. When implementing a successful program to correct a behavior disorder, the teacher will have to address three issues: (1) the choice and type of strategy; (2) the selection of behaviors to be corrected if there is more than one or two; and (3) the way in which the chosen strategy is implemented. While there is no simple formula to apply to these tasks, the following points in addition to the teacher's past experience may be helpful in making the decision.

A. Strategy Selection

1. Teacher comfort and confidence. The teacher plays the key role in implementing the strategy in the classroom, and must be comfortable in applying the strategy and have confidence that the strategy will promote positive change. In order for this to occur, the teacher must fully understand the strategy, including its possible benefits as well as its possible disadvantages and side-effects. If a teacher takes the attitude of "I'll try it, but I don't think it will work", chances are that it will not. The success of any strategy depends on how it is applied, and how it is applied depends on the motivation and confidence of the person applying it.

   A teacher who is not comfortable/confident in a particular strategy should not be forced to use that strategy. This manual has been prepared in a fashion to provide alternatives rather than prescriptions. Just as two psychologists might choose two different strategies for the same behavior disorder, so too should teachers have the opportunity to select an approach with which they are most comfortable and confident.
2. Acceptance and understanding by others. Students, parents, and jurisdictional personnel must also understand and accept the chosen strategy. Depending on the jurisdiction's policies and guidelines, some of the strategies outlined in this manual may require informed consent prior to their use. Informed consent means much more than mere permission. Rather, it involves a full explanation of possible benefits as well as disadvantages and possible side-effects. When parents are to be directly involved in the application of a strategy they, like the teacher, should be given the opportunity to express any discomfort or lack of understanding and/or confidence. Again, the very best strategy will not be effective unless all participants fully support its implementation.
3. The choice of positives vs. the necessity of negatives. Positive oriented strategies should be selected whenever possible while strategies which carry negative or aversive consequences (like Timeout), should only be used after positive strategies have failed to achieve the desired results. Positive techniques which are based on constructive problem-solving with the student, as well as rewards and reinforcement, have a number of advantages. First, they help the student learn how to act whereas negative approaches only teach the student how not to act: positive approaches foster further development of the student. Second, by helping the student to develop competence, positive approaches foster stronger self-concept and self-esteem. Third, the use of positive approaches by the teacher in the classroom has a general effect on both the teacher's style and the classroom atmosphere: if students know the teacher appreciates and recognizes positive performance and achievement, they will be generally more motivated to act in ways which will produce positive feedback and acceptance.

There will, however, be situations where the use of aversive techniques will become necessary; "become" being emphasized to reinforce the view that positive strategies should always be tried first. Even when aversive techniques are applied, it will be important that the teacher not only maintain his or her level of positive feedback to the student(s), but that this level should be increased. The disadvantages of aversive techniques are generally opposite to the advantages of positive approaches mentioned above. Other disadvantages are discussed in relation to specific strategies in the following parts of this section.

4. The maximization of simplicity. All of the strategies presented in this manual can be applied in either simple or complex fashion. Complexity should be built in only as necessary to achieve the desired results. The simpler the strategy, the greater the probability is that it will be understood and successfully participated in by all persons.
5. The maximization of student self-control. Strategies should be selected which provide the greatest degree of student self-control possible, given the present functioning level of the student. Students need to learn to make choices about how they act, and to accept responsibility for their actions and the consequences of their actions. By actively involving the student in the corrective strategy, encouraging the student to suggest alternative solutions, negotiating with the student to determine an appropriate reinforcer, or allowing the student to suggest performance criteria, the teacher can foster a student's sense of personal responsibility, as well as a higher degree of motivation to change his or her behavior.

B. Behavior Priortization

1. Motivation. Which behavior(s) is(are) the persons involved most highly motivated to change? Consider motivation from (a) the student's perspective; (b) the parents' perspective; and (c) the teacher's perspective.
2. Specificity. Which behavior is most clearly specified or definable in operational or measurable terms? The greater the specificity, the greater the chances that all persons involved will understand and agree on the behavioral objectives and the chosen strategy. Related to specificity is the consideration of control.
3. Control. For which behavior is control of antecedents and/or consequences most possible so that changes will have the most direct impact on the identified behavior? For example, a student who swears at only one teacher in one classroom is demonstrating a behavior of higher control potential than a student who swears at all others (teachers, parents, other students, etc.) in all situations. Correction of the first situation would be easier and faster since control of the antecedents and consequences depends on only one person (the one teacher the student swears at).
4. Centrality. Which behavior is central, or pivotal, in terms of being immediately followed by other disruptive behaviors? For example, physical aggression like hitting and kicking may be preceded by interpersonal conflict like an argument with another student about the use of shared materials. If so, teaching the student more appropriate sharing behavior would decrease the probability of the aggressive behavior, since the antecedents of the aggressive behavior no longer occur.
5. Impact. Which behavior, if corrected, would have the greatest positive impact in terms of the student's ability to benefit from his or her educational program? In other words, which behavior is the most important to correct?

C. Implementation

1. Program for success. As mentioned before, whether or not a particular chosen strategy is effective in facilitating change will depend on how it is applied. While the attitudes of all involved persons are important, there will be many occasions when the most positive attitudes and the very best of intentions will not be sufficient to produce the desired change.

In addition, three specific steps will have to be taken to maximize the chances of success:

a. Start small and take one step at a time. Initially, changing one small behavior may not seem significant if on the whole the behavior disorder is severe. In many ways, the event of a single small behavior change is not significant in and of itself. What is important, however, is that this small event sets a tone; it establishes the beginning of a much more important process of change by providing positive feedback to all involved in the form of "Hey, I can change; things can get better!"

   Taking one step at a time means setting a number of interim objectives which gradually and successively approximate the desired terminal objective. By working on these incremental behaviors, those persons involved avoid the potential problem of trying to accomplish too much too quickly.

b. Increase positive feedback. All students demonstrate some positive behaviors regardless of how severe the behavior disorder may be: no student is negative 100% of the time. Students who experience behavioral difficulties often have a history of failure and negative feedback (criticism, reprimands, punishment), while at the same time have not been recognized for the positive things they do. By consciously increasing the amount of positive feedback he or she gives to a student, the teacher will not only strengthen existing student behaviors, but will also convey personal acceptance to the student. This will be particularly important if new, stricter limits are imposed on the student's negative behavior as part of the chosen strategy.

c. Set realistic expectations. Regardless of the strategy chosen, expectations or criteria for successful behavioral change must be attainable given the present level of student functioning plus a small increment in desired performance. If the expected increment is too large, two things could happen. First, it may be impossible for the student to achieve at this point in time (the student who can only work independently for five minutes today is not going to be able to work independently for thirty minutes tomorrow). Second, the benefits of a large increment may not be consistent with the performance costs. For example, a student who derives social status solely from being a bully is not likely going to be motivated to an overnight conversion since it would leave them with no social status. Rather, a gradual decrease in bullying behavior with a concomitant increase in appropriate social status behaviors would be much more effective.

2. Be prepared for the expected as well as the unexpected. All resources (people and materials) and necessary equipment should be readily accessible and available when the strategy is implemented. A lack of organization can easily lead to a loss of confidence by both the student and teacher. The teacher should also be prepared to deal with all possible outcomes and/or side-effects of the chosen strategy. For example, the strategy of ignoring a specific behavior has an initial effect of increasing the rate of that behavior. If the teacher is not prepared for this, he or she may be tempted to abandon the strategy prematurely (the net result in this instance is that the teacher unwittingly reinforces a higher rate of the behavior).

   Being prepared for problems with a particular strategy is very different than predicting problems with the strategy. The teacher who is prepared for problems knows in advance what the problems may be, as well as the plan for correcting the problems. Predicting failure is preparing oneself to abandon the strategy altogether.

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Social Service Agencies and Organization

Depending on location, a number of agencies and organizations may be available to the user of this handbook for additional resources and information. Service Directories are usually available for both large and small centres in Alberta. If the jurisdiction does not have a directory available, it is suggested that the reader contact either the local government office or one of the following offices, which may also have additional resources of interest and benefit.

1. **Alberta Education Regional Office**
2. **Alberta Mental Health Services**
3. **Alberta Social Services and Community Health**
4. **Canadian Mental Health Association**
5. **Local Board of Public Health**

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Appendix A

Glossary

Glossary

Academic Performance - A student's actual and measurable achievement in education subjects and/or assignments.

Behavior Disorder - Those situations that arise out of the students' interaction with the educational environment and process, the effects of which reduce the benefits the students derive from their educational experience.

Complexity - The number of different specific behaviors observed to be part of the behavior disorder.

Context - The behavioral events which precede (antecedents) and follow (consequences) the specified behavior(s) which constitute the behavior disorder.

Directionality - The persons affected by the behavior disorder.

Duration - The length of time each episode of a behavior lasts.

Emotional Performance - Behavior which is indicative of feelings or affect.

Enabling (Interim) Behavioral Objective - A short-term goal which approximates or facilitates the attainment of the terminal behavior objective.

Environment - All persons, things, and events located in a particular place at a particular point in time.

Frequency - The number of times a specific event occurs.

Individual Program Plan (IPP) - A comprehensive plan for a specific student indicating specific objectives, strategies, persons involved, and responsible evaluation format and timelines.

Informed Consent - Permission to proceed with a plan of action or a specific technique or strategy which involves (1) a description of the method(s); (2) a rationale for the choice of method(s); (3) a projection of expected benefits; and (4) an explanation of potential disadvantages and/or side-effects.

Intensity - A measure or estimate of how disturbing/disruptive the effects of a particular behavior are.

Modelling - A procedure where a specific behavior is demonstrated by one person (teacher) for the benefit of another person (student).

Primary Prevention - The reduction in the incidence rate of a particular event/behavior or the reduction in the number of new instances of the event/behavior.

Prompting - Any of a variety of methods or techniques to stimulate the occurrence of a desired behavior.

Reinforcement - An event (thing, activity, statement) which follows a specific behavior and which maintains or increases the probability that the behavior will occur again.

Secondary - The identification of a disorder and the reduction and/or elimination of the negative effects of that disorder.

Social Performance - Behavior of one person which directly involves the action and/or reaction of another person or persons.

Terminal Behavior Objective - A long-term goal which states the ultimately desired performance result.

Tertiary Prevention - The reduction of the residual effects of a chronic or long-term disorder.

Appendix B

Specific Examples of Behavior Disorder by Degree of Disruption/Level of Severity

Specific Examples of Behavior Disorders by Degree of Disruption/Level of Severity

General Characteristic		Example
1. The demonstration of an inability to establish or maintain satisfactory relationships with peers or adults.	**Mild:**	Selective in relationship conflict with one or two others.
	Moderate:	Very selective in relationship building; frequent conflict with several others.
	Severe:	1. Resists all or most attempts to form positive relationships; very frequent conflict with others, often of a violent nature. 2. Consistently avoids social contact with others; physically withdraws when approached.
2. The demonstration of a general mood of unhappiness	**Mild:**	Frequent periods of sulking if corrected or reprimanded; lasting for the remainder of class period.
	Moderate:	Is withdrawn and appears depressed during first two class periods of each day; frequent bouts of sobbing.
	Severe:	Is withdrawn and appears depressed all day and every day; resists all attempts at contact by covering ears and putting head down on desk.
3. The demonstration of inappropriate behavior or feeling under ordinary conditions.	**Mild:**	Frequently talks out of turn during group activities.
	Moderate:	Frequently talks out of turn, in loud voice, when not called on in group activities; will shout to make point if reprimanded or ignored.
	Severe:	Swears at teacher and throws books when not called on in group activities; has temper tantrum when not first.

4. The demonstration of continued difficulty in coping with the learning remedial intervention.	**Mild:**	Average student with specific reading disability who makes self-deprecatory remarks, even though prompted success is achieved.
	Moderate:	Average student with specific reading disability, who pushes aide away any time help is offered.
	Severe:	Average student with specific reading disability who screams at teacher and throws book at nearest student if called on to read aloud in group activity.
5. The demonstration of physical symptoms or fears associated with personal or school problems.	**Mild:**	Highly competitive student who complains of leg cramps if his or her team is losing a basketball game.
	Moderate:	Physically small and passive student who consistently refuses to leave the teacher's side during recess for fear of being picked on by other students.
	Severe:	First grade student who cries hysterically for two hours every morning when mother leaves him or her at the classroom.
6. The demonstration of difficulties in accepting the realities of personal responsibility and accountability.	**Mild:**	Generally well-mannered student who consistently denies being involved in inappropriate group behavior.
	Moderate:	Student who constantly blames others for his or her own poor or unacceptable performance/ behavior: "the devil made me do it."
	Severe:	The student who demonstrates no remorse or regret about violent attacks against others; the student who frequently talks aloud to imaginary others in class.

Appendix C

Identification Checklist and Summary

(Blank Form)

Identification Checklist and Summary

Student Name: ______________________ **Teacher(s):** ______________________

Grade:______ **School:** ______________________________________

Date Form Completed:____________________

Objective:
To facilitate preliminary identification and description of the behavior in terms of the seven dimensions of behavior. Use a separate form for each behavior, or group of associated behaviors, identified.

1. Preliminary Description

Directions: Briefly describe the problem.

2. Context:

(Note: Brief definitions of all dimensions are included on the next page.)

Directions: Complete the following contextual analysis. Use precise, operational terms as much as possible.

Antecedent(s)	Behavior	Consequence(s)

3. Dimension Checklist

Directions: Complete and add relevant comments for each dimension.

Dimension	**Description** (circle one)			**Comments**
Complexity The number of different behaviors involved	Single Behavior	2-3 Behaviors	3 or more Behaviors	
Directionality The persons affected by the behavior disorder	Self	Self and Others	Self and Others	
Intensity How disturbing the behavior disorder is	Annoying/ Distracting	Interfering/ Disturbing	Extreme/ Debilitating	
Consistency The number of environments within which the behavior occurs	One Environment	2-3 Environments	3 or more Environments	
Frequency How often the behavior occurs	Occasional	Often	Continuous	
Duration How long each episode of the behavior lasts	Brief	Moderate	Prolonged	

4. Behavior Disorder Rating

Review the information on the first page and state, in your opinion, whether you consider the behavior disorder to be:	Circle One Only **Mild**	**Moderate**	**Severe**

5. Plans

A. Based on your observations to date, will you conduct a formal assessment?

Yes **No** (see note below)

B. If yes, will you require assistance and/or will you make a referral for formal assessment?

Yes **No**

C. If you are not planning to conduct a formal assessment at this time, state when you will complete this form again for the purpose of monitoring the behavior you have identified:

Month ________________ **Day** __________ **Year** __________

D. **Comment:**

Appendix D

Assessment and Program Planning Form [Type-M]

(Blank Form)

Assessment and Program Planning Form (TYPE-M)

Page 1 of 8

Student Name: ______________________ Birth Date: __________ Grade: ______

School: ______________________ Date Form Completed: __________

Person(s) Completing Form: ______________________

Step I: Organization of Background Information

1. Briefly describe any significant changes in academic performance:

2. Briefly summarize any previous formal/standardized testing on record:

3. Briefly describe any significant behavioral history:

4. Briefly describe any significant medical and/or familial history:

5. Briefly describe in operational terms, the behaviors which are most notably disrupting the student's educational program:

____
____
____
____
____

6. Identify all environments (including home and/or community if applicable) within which the behavior disorder occurs:

____
____
____
____
____

Step II: Identification and Application of Expectations

7. As a result of the behavior disorder, which specific expectations is the student not meeting?

7a. Social expectations not being met:

7b. Emotional expectations not being met:

7c. Academic expectations not being met:

8. Does the student know these specific expectations (i.e., can the student actually state these expectations)?

Yes **No**

9. Given the student's current level of functioning, are these expectations realistically obtainable?

Yes **No**

9a. If "**No**", state what specific changes could be made in the expectations above to increase the likelihood of student success:

III. Organization of Assessment Information

10. Will formal/standardized testing be conducted?

Yes **No**

10a. If "**Yes**", provide details of assessment plan:

____

____

____

____

____

10b. Has parental consent for testing been obtained?

Yes **No**

11. Will non-standardized techniques be used to assess any specific behaviors identified in Step I above?

Yes **No**

11a. If "**Yes**", provide details of assessment plan:

____

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Assessment and Program Planning Form (TYPE-M)

Page 5 of 8

Step IV: Summary of Assessment Information

12. Based on background information, current performance, and assessment results, describe the student's current strengths:

13. Based on background information, current performance, and assessment results, describe the student's current difficulties:

13a. Which of these interferes most with the student's educational program?

14. Based on background information, current performance, and assessment results, what specific behaviors of the student should be increased?

15. Based on background information, current performance, and assessment results, what specific behaviors of the student should be decreased?

16. Based on background information, current performance, and assessment results, what specific new behaviors should the student learn?

17. What teacher behaviors should be changed?

18. What suggestions for change should be made to the parents?

19. What peer behaviors should be changed?

Assessment and Program Planning Form (TYPE-M)

Page 7 of 8

Step V, VI, VII: Establishment, Implementation, and Evaluation of Corrective Strategy

1. Write and conduct a "General Service Plan" (following page) to include all of the specific behaviors/suggestions identified previously.

Assessment and Program Planning Form (TYPE-M)
Page 8 of 8

General Service Plan

Additional sheets might be required depending on the nature and extent of the plan for student.

Student Name: ____________________ **Date of Birth:** _______________ **Age:** ______ **Grade :** ______

Behavior	Strategy	Person Responsible	Start Date	Review Date	Comment on Behavior Change

Person Completing This Plan: ______________________ **Date Plan Written:** ______________________

Parent(s)/Guardian(s): ______________________ **Principal:** ______________________

Appendix E

Assessment and Program Planning Form [Type-S]

(Blank Form)

Assessment and Program Planning Form (TYPE-S)

Page 1 of 20

Student Name: ______________________________ **Date of Birth:** ___________ **Grade:** ______

Person Completing Form: __________________________ **Date Form Completed:** ___________

School: ____

Step I:	Organization of Background Information (see pages 2-12 to 2-14 in this manual)
Objective:	To collect and organize background information prior to conducting an assessment.

1. Briefly describe any significant changes in academic performance:

2. Has any formal standardized testing been conducted?

Yes **No**

2a. If **Yes**, provide details:

Date	Test	Results
Should retesting be considered? **Yes** **No**		

2b. If **No**, should testing be considered?

Yes **No**

3. Briefly describe any significant behavioral history:

____

____

____

____

4. Briefly describe any significant medical and/or familial history:

____

____

____

____

5. Briefly describe the most significant, or notable, behaviors that are currently characteristic of the student. (Fill in all boxes.)

	Positive	**Negative**
Academic Behaviors		
Social Behaviors		
Emotional Behaviors		

6. Identify all environments within which the behavior disorder occurs.

6a. Which classroom(s)?	6b. What other school environments?

6c. Does the behavior disorder occur in the home?

Yes **No**

6d. Does the behavior disorder occur in the community?

Yes **No**

7. Is the behavior disorder similar in all environments?

Yes **No**

7a. If **No**, which environment is most severely disrupted?

7b. If **No**, which environment is least disrupted?

Assessment and Program Planning Form (TYPE-S)

Page 4 of 20

Step II:	Identification and Application of Expectations (see pages 2-14 and 2-15 in this manual)
Objective:	To state current performance expectations; to determine the degree to which they are realistic; and to consider modifications

8. For each environment identified in 6, state the specific expectations that the student is not currently meeting.

Environment	Academic Expectation	Social Expectation	Emotional Expectation

9. Are expectations reasonably consistent across all environments?

Academic expectations?

Yes **No**

Social expectations?

Yes **No**

Emotional expectations?

Yes **No**

10. Does the student know the specific expectations of each environment? Can the student state the expectations of each environment?

Comment:

11. Given the information in 8, 9, and 10 above, are expectations realistically attainable given the present functioning of the student?

Yes **No**

12. For each environment identified in 8, check whether or not:

Environment

	(1)		(2)		(3)		(4)		(5)	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Physical space is adequate, uncrowded, and organized.										
Physical space is appealing and stimulating without being distracting.										

13. For each environment identified in 8, check whether or not:

	Environment									
	(1)		(2)		(3)		(4)		(5)	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Routines and schedules are regular and predictable.										
Rules are few in number, stated in specific terms and posted.										
Rules are enforced consistently and fairly.										

14. For each environment identified in 8, state what changes in expectations, physical organization/appearance, rules, routines, and/or schedules could be made to increase the likelihood of student success.

Environment	**Changes**

15. To what degree would the student need to improve his or her performance to meet present expectations? (Check one for each performance category.)

	Mild Improvement	**Moderate Improvement**	**Major Improvement**
Academic			
Social			
Emotional			

Step III:	Organization of Assessment Information (see pages 2-16 to 2-18 in this manual)
Objective:	To state specific abilities and/or behaviors to be assessed, and what assessment techniques will be used; in essence, to specifically plan the assessment.

16. Will formal/standardized testing be conducted?

Yes **No**

16a. If **Yes**, provide details.

Test to be Given	Test Administrator	Date on Which Test Report Available

16b. If **Yes**, has parental consent been obtained?

Yes **No**

17. Complete the table on the next page to indicate the plan for assessing specific behaviors using non-standardized techniques.

Assessment and Program Planning Form (TYPE-S)

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Non-Standardized Assessment Plan

	Specific Behavior to be Assessed	Most Relevant Dimension(s)	Assessment Technique	Assessment Date(s)	Assessment Environment(s)	Person to do Assessment
Academic Behaviors						
Social Behaviors						
Emotional Behaviors						

18. In terms of specific behaviors identified for assessment in 17:

18a. Indicate to what extent the student recognizes the behaviors and their link to consequences:

____
____
____
____

18b. Indicate to what extent the student recognizes the antecedents of the behaviors:

____
____
____
____

18c. Indicate areas of strength and areas of difficulty that the student can identify:

Strengths:

____
____
____
____

Difficulties:

____
____
____
____

Step IV:	Summary of Assessment Information (see pages 2-18 to 2-21 in this manual)
Objective:	To identify and state areas of strength and difficulty which the student is currently demonstrating, and to identify and state specific behaviors which require change; in essence, to report the assessment findings.

19. Describe, in precise and operational terms, the student's:

Current Academic Strengths:

Current Social Strengths:

Current Emotional Strengths:

Other Current Strengths:

20. Are these strengths consistently demonstrated in all relevant environments?

Yes **No**

Comments:

21. Are all involved persons aware of these strengths?

Yes **No**

Comments:

22. How can these strengths be taken advantage of in designing a corrective strategy?

23. Describe, in precise and operational terms, the student's:

Current Academic Difficulties:

Current Social Difficulties:

Current Emotional Difficulties:

Other Current Difficulties:

24. Of all the student's difficulties listed in 23, which is the most severe in terms of limiting the benefits the student could derive from his or her educational program?

Why?

25. In terms of the specific behaviors identified in 19 (Strengths) and 23 (Difficulties):

25a. Which should be increased?

25b. Which should be decreased?

26. What new behaviors should the student learn?

27. What teacher behaviors should be changed?

28. What suggestions for change should be made to the parents?

29. What peer behaviors should be changed?

30. Which single behavior, if changed or learned, would have the most significant positive effect on the student's ability to benefit from his or her educational program?

30a. Which student behavior?

30b. Which teacher behavior?

30c. Which parent behavior?

30d. Which peer behavior?

Step V:	Establishment of Corrective Strategy
Step VI:	Implementation of Corrective Strategy
Step VII:	Evaluation of Corrective Strategy (see pages 2-21 to 2-25 in this manual)
Objective:	To state specific behavioral objectives and to select, implement, and evaluate the corrective strategies; in essence, to write and carry out the IPP.

31. Write behavioral objectives for each behavior identified in 25-30; enter these into the Summary of Behavioral Objectives on the next page. In completing this summary table, use the following definitions:

Current Performance Level:	The current level of performance as indicated by the assessment.
Terminal Performance Level:	The ultimate, or target, level of performance required.
Enabling Performance Level:	The interim level of performance required to gradually attain the terminal performance level.

32. For each behavior entered into the Summary of Behavioral Objectives table, select an appropriate strategy to be used to attain the required performance levels; enter this information into the General Service Plan.

    Suggestions on selecting the strategies are provided in Section III: Classroom Strategies of this manual (see pages 3-7 to 3-26).

33. For each behavior entered into the General Service Plan, complete a separate Implementation Plan.

34. Complete an Environmental Modification Plan based on responses in #14.

35. Has the student been informed of plans to implement the IPP?

    Yes **No**

36. Are the roles and responsibilities of all involved persons clearly stated and understood?

    Yes **No**

37. Have all required Informed Consents for the implementation of the IPP been obtained?

    Yes **No**

Do not implement plan until 35, 36, and 37 are answered affirmatively.

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Summary of Behavioral Objectives

	Whose Behavior?	**Current Performance Level**	**Terminal (Target) Performance Level**	**Enabling (Interim) Performance Level**
Behavior to be Increased				
Behavior to be Decreased				
Behavior to be Learned				

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General Service Plan

Additional sheets might be necessary depending on the nature and extent of the plan for student.

Student Name: ____________________ **Date of Birth:** ______________ **Age:** ______ **Grade :** ______

Behavior	Strategy	Person Responsible	Start Date	Review Date	Comment on Behavior Change

Person Completing This Plan: ______________________ **Date Plan Written:** ____________________

Parent(s)/Guardian(s): ______________________ **Principal:** ______________________

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Implementation Plan

Student Name: ______________________ **Person Implementing Plan:** ______________________

Behavior: ____

Performance Level at Start: ____

____

Performance Level at Review: ____

____

Behavioral Objective	**Specific Strategy**	**Evaluation Strategy**	**Results**
Materials/Resources Required:			

Has the Terminal Performance Level been attained?

Yes **No**

Will the same strategy be continued?

Yes **No**

Will a different strategy be implemented?

Yes **No**

Are any changes in Terminal or Enabling Performance Levels (#21) required?

Yes **No**

Modify behavioral objectives and general service plan as required before proceeding with implementation.

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Environmental Modification Plan

Environment	Changes to be Made	Date Change to be Completed	Person Responsible for Change